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Self Educator Series

EDITED BY
JOHN ADAMS, M.A., B.Sc.

GERMAN

JOHN ADAMS, M.A., B.Sc.

T.Y.C. & Co.

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THE SELF-EDUCATOR

IN

GERMAN

EDITED BY

JOHN ADAMS, M.A., B.Sc.

RECTOR OF THE FREE CHURCH TRAINING COLLEGE, GLASGOW

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GENERAL NOTE.

THE object of this Series is indicated by its title, "The Self-Educator". It is hoped that by means of these books the most isolated student will be able, without other aid, to ground himself in the various subjects dealt with. Every care has been taken to make each book complete in itself. Hints are given by following which further progress may be made in the various studies.

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INTRODUCTION.

To know a language properly implies the power of using it freely for three different purposes—for reading, for writing and for speaking. But a man may have a very serviceable knowledge of a language without being able to use it freely for all three purposes. If a man can write in a given language he can certainly read in that language; but it does not follow that he can speak it. Nor does the power of speaking a language imply the power of either writing or reading it. English servants who accompany their masters to the Continent frequently learn to speak French and German in a very useful way, without being able to read or write a word of those languages. On the other hand, it is not uncommon for English students to acquire a very creditable mastery of those languages, so far as reading and writing are concerned, without being able to carry on the simplest conversation in them. Indeed, it is far from unusual to find even scholarly men who read French, German and Italian as easily as they read English, and yet are unable to write with even moderate accuracy in those languages.

It cannot be denied that a mastery of all three—reading, writing, speaking—is the ideal aim. But

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this ideal is attainable only by those who have special opportunities. If the student wishes to learn to speak German properly he must go to Germany, or at least he must go where he can hear German spoken, and can join in as he makes progress. For those who have such opportunities this book is not of much use. It does not profess to teach German conversation. What it does profess is to enable the private student, who has no teacher of any kind, to acquire the power of *reading* German; and of writing it with some degree of accuracy.

The student who works conscientiously through this book will find himself able to read German with considerable ease: he will have mastered all the disagreeablenesses of the language, and will only require a little more practice to widen his vocabulary, and enable him to use the language easily as a means of extending his knowledge and increasing his interests —to use it, in fact, as an instrument. He will not be able to write German with any comfort to himself or others. But he will be able to make his wants known in writing. He will have acquired the power of writing intelligible, if not very accurate or elegant, German; and will be on the fair way to master the language, if he but persevere in his studies.

As to conversation, the student must be content with small attainments. When he has finished this manual he will be able to do all that is necessary in the way of talking to cabmen, porters, waiters and others whom he encounters on a first visit to Germany. Conversational power can be acquired only by conversing, but at the same time all that the student

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learns from this book will help him when he comes to try to talk German.

The primary object of this book, then, is to teach the student to *read* German. Now it is quite possible for a student to learn to read German fluently while pronouncing the German words exactly in the English way. The pronunciation has obviously nothing to do with the meaning. All the same, it is highly desirable that he should acquire something approaching to the pronunciation common among Germans. For this reason a careful account of the various sounds has been given, and the student is recommended to study it carefully at the very start. It may be that he can get hold of a German, or one who knows German, for a moment or two, though he cannot get a teacher as a steady thing. By all means let him use any such opportunity *early* in his studies. He should read over carefully all the rules about sounds and pronunciation, and *then* read over one or two pages of German with his friend. If he can thus get one or two lessons in pronunciation at the very beginning, he will probably avoid many false sounds, and will thus have nothing to unlearn, even if he afterwards gets the opportunity of practising German conversation.

Even if he gets no help beyond the following pages, the student may, by careful attention to what is set down there, acquire quite a respectable working acquaintance with German sounds.

This book promises nothing more than to teach to *read* German intelligently; but two things are worth noting here:—

1. One cannot learn to read German intelligently

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without *at the same time* learning to *write* it with at least some approach to accuracy.

2. One must not underrate the importance of learning to read a new language. Consider that when the student has finished this book he has gained possession of the key that opens the treasure-house of a whole literature. It has been said that a man is as much a man again for every new language he learns; and German as an instrument is equal to French and superior to all other foreign languages, whether regard be had to science, art or commerce.

It must not be supposed that the stress laid upon *reading* German indicates any under-estimation of the importance of writing it. But we are so anxious to avoid raising false expectations among our students that we prefer to emphasise what we are sure we *can* teach in the space at our disposal. Yet while the average student who works through this book with ordinary care will be able to read German well and write it ill, the good student who works with enthusiasm will be able to do both well.

The exercises to be turned from English into German may be used exactly as they stand. But if the student finds them too difficult, the following plan may be adopted. Begin with Exercise 1 (*a*), and turn it into English. Then turn to the version of Exercise 1 (*a*), as found in Part II. When you have corrected your version of Exercise 1 (*a*), turn to Exercise 1 (*b*) in Part II., translate it into English, and then compare your version with the English as found in Part I. In this way you can go right through the book, doing nothing but translating from German

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into English. Then, turning back to the beginning, you can reverse the process, and do nothing but translate from English into German.

The cleverer students should certainly try to re-translate the continuous passages given in English in Part II. back into the original German. Those who have retentive memories will frequently find that the very words of the original come up in their minds, but there is no disadvantage in that. What is wanted is familiarity with the German way of putting things.

In working through the book frequent revision is necessary. There should be a thorough revision after every five lessons. For those who go through the book in the ordinary way an excellent plan is to turn back to the beginning, after finishing the fifth lesson, and to restudy carefully each lesson, only at this second reading the exercises as found in Part II. should form the original exercises, while those in Part I. will supply the key.

It may seem strange that in a book containing exercises from English into German there should be no English-German vocabulary. But the omission is deliberate. The student should not be called upon to use a German word which he has not seen in actual use. We learn the meaning of a foreign word best by finding it in a foreign sentence. If in a German sentence the student meets a word he does not know, and turns it up in his vocabulary, and there finds three different English equivalents, he has little difficulty in selecting the meaning that suits the passage. But if he does the same thing with an English word, he has really no guide at all in selecting among the German

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equivalents. The fact is that words as found in dictionaries or vocabularies are mere mummies, mere dried specimens such as one finds in museums. Just as we never really know what a given plant is till we see it actually growing—however many dried specimens we may have seen—so we never really know the meaning of a word till we have seen it used by others, and have used it ourselves.

The principle of this book being to teach German by using German, the exercises are so arranged that models for all the English-German sentences are to be found in the preceding German-English ones. At the earlier stages, where the student's mind is so much distracted by the number of new things he has to observe, a vocabulary is supplied at the head of the exercise, giving all the new words the exercise contains. But after a time this vocabulary is dropped, and the student is thrown back upon the vocabulary at the end of the book.

This vocabulary at the end is made as short as possible, in order that it may be more workable. This shortness is gained by omitting all the more common little words that are continually occurring. If a student has to look up his vocabulary for in, or zu, or dieſer, or ich he had better give up German. Further, all proper names are omitted from the vocabulary. Note, also, that all the irregular verbs are gathered together by themselves. Only original irregular verbs are to be found in this list: verbs compounded of an irregular verb and a prefix are to be looked for in the vocabulary itself.

The student is strongly urged to use Part II. only

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after having *written down* what he considers to be the correct rendering of each exercise in Part I. Merely "looking over" the exercise and comparing it with the key will give a most misleading idea of getting on : no real progress can be made without a certain amount of honest effort.

To finish with, it is some comfort to know that German puts its worst foot foremost. It is the beginning that is most disagreeable. The student who has the courage to hold out for fifteen lessons will find that the worst of his task is over.

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PART I.

GERMAN CHARACTERS.

The letters of our alphabet are called Roman letters, and are the same as those used in France, Spain, Italy and several other European countries. The Germans have an alphabet of their own, but many of their books are now printed in Roman letters. The German alphabet will probably gradually give way to the Roman alphabet, but in the meantime it is still necessary to master the following alphabet before we can even begin to learn German.

𝔄	𝔞	a	𝔑	𝔫	n
𝔅	𝔟	b	𝔒	𝔬	o
ℭ	𝔠	c	𝔓	𝔭	p
𝔇	𝔡	d	𝔔	𝔮	q
𝔈	𝔢	e	𝔯	r	
𝔉	𝔣	f	𝔖	𝔰 ſ	s
𝔊	𝔤	g	𝔗	𝔱	t
ℌ	𝔥	h	𝔘	𝔲	u
ℑ	𝔦	i	𝔙	𝔳	v
𝔍	𝔧	j	𝔚	𝔴	w
𝔎	𝔨	k	𝔛	𝔵	x
𝔏	𝔩	l	𝔜	𝔶	y
𝔐	𝔪	m	ℨ	𝔷	z

There are eight vowels: a, e, i, o, u, ä, ö, ü;

Seven diphthongs or compound sounds: ai, ei, oi, ui, au, äu, eu;

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Twenty simple consonants: b, c, d, f, g, h, j, k, l, m, n, p, q, r, ſ (s), t, v, w, x, z.

You will note that there are two small letters corresponding to our letter *s*—the one a long one like an f without the stroke across the top, the other somewhat like our own. The long form ſ is used at the beginning of a syllable, as in ſein (to be), Roſen (roses), Speiſe (food). These are divided: Ro-ſen, Spei-ſe. The round s is used at the end of a syllable; thus, we write Glas for glass, but if we add es it becomes Glaſes. Double *s* is also printed in two ways: (1) ſſ and (2) ß.

1. ſſ is used after a short vowel if another vowel follows the ſſ, as in Nüſſe (nuts).

2. ß is used after a long vowel or a diphthong, as Füße (feet) and reißen (to tear).

But at the end of a syllable, and before t, ß is always used, no matter what the length of the vowel, as Nuß (nut), häßlich (ugly)—divided häß-lich. We write laſſen because the a is short, but we write läßt because the ß comes before t, and grüßen because the ü is long.

Pay particular attention to the capitals B and V, C and G, R and K, D and Q, as these pairs are apt to be confused. The small letters b and h are also worth watching, while f and ſ are continually getting mixed up. Note that f has a cross stroke near the top, while ſ has not.

The Germans are not content with having printed letters different from other people: they have a different set of letters for handwriting as well. For most people it is unnecessary to learn German script. Unless you are likely to have occasion to read German letters you should write all the exercises in this book in the ordinary letters that you use for English. You have so much to learn at the very beginning that you should not burden yourself with a new and troublesome set of writing symbols. For

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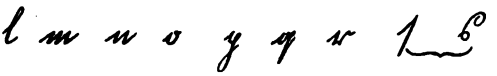
the sake of those, however, who expect to require to use the written characters, we supply a complete alphabet with some specimens of continuous writing.

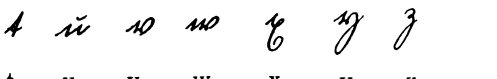
German Script Characters.

Small characters :—

a b c d e f g h i j k



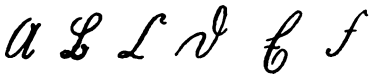
l m n o p q r s



t u v w x y z

Common groups of letters: ß = ss in middle of a word; ß = ss at end of a word—it also stands for sz; ſch = sch; ſt = st; th = th; ch = ch. Double m is sometimes represented by a single m with a stroke over it, and similarly with double n.

Capital letters :—



A B C D E F

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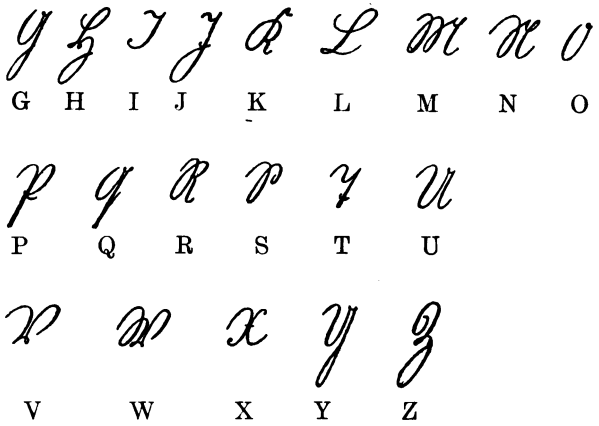
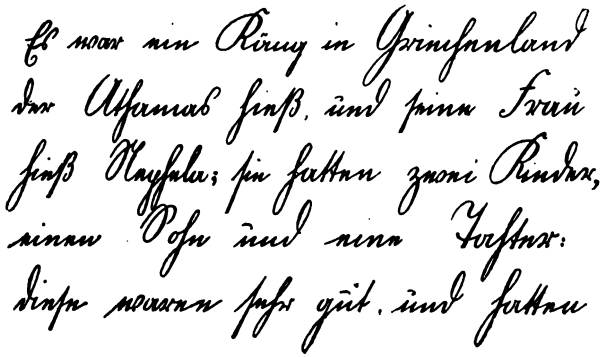


The letters that will give you most trouble are the small e and n. The two strokes of the e are much closer together than those of the n, and they are joined together much nearer the top.

Here follows the script of a passage which you will find on page 59.



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German Pronunciation.

German pronunciation is not very difficult. A great many of the letters have exactly the same sound as in English, and the differences are so clear and striking that they are easily remembered. Above all, the number of exceptions is trifling compared with what we find in English.

To begin with, every syllable is sounded in German, and silent letters are very rare. *Have* in English is one syllable; haben in German forms two. *Knave* in English is one syllable; Knabe (a boy) in German not only forms two syllables, but has the *k* sounded and not silent as in *knave*.

Vowels.

In English there is a tendency to "glide" the vowels, that is, to treat each as almost two vowels side by side, or in other cases to obscure the distinctive character of each. This tendency must in German pronunciation be strongly resisted. There each vowel must have its own pure vowel sound.

In German, vowels do not change their fundamental sound. In English the *a* is quite different in *far* and *fare:* in German such a change cannot take place; the *a* may be long or short or drawled, but it is still *a*. Its long sound is like *a* in *far*, as in Name (a name); the short sound is the same in quality, only shorter, like the *a* in *farrier*, as in acht (eight).

Long *e* sounds like *a* in *fate*, as in lehren (to teach); short *e* is sharper, as in sechs (six).

Long i sounds like *ee* in *seen*, as in ihn (him); short i sounds like *i* in *silk*, as in mit (with).

Long o sounds like *o* in *note*, as in loben (to praise); short o sounds like *o* in *not*, as in Morgen (morning).

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Shore = Ufer
air = Luft

Long u sounds like *u* in *ruby*, as in Ufer (shore); short u sounds like *u* in *pull*, as in Luft (air). In writing these two sounds phonetically, we shall use *oo* for long *u*, and *u* for short *u*; thus: *oofer* for Ufer, and *luft* for Luft.

aa, ee and oo sound just like long a, long e and long o respectively: they are simple sounds, not diphthongs.

Umlaut

Modification.

There is a peculiar change sometimes made in the German vowels called modification. This consists in placing two little dots over the vowel to be modified. These two dots stand for an e that used to be introduced into the modified word. The effect of the Umlaut, as this modification is called, is a change in the sound of the vowel. The Umlaut occurs with only three vowels—a, o, u, which are modified into ä, ö and ü.

ä long sounds like *a* in *fare*, as in Bäder (baths).

ä short sounds like *e* in *let*, as in Blätter (leaves).

ö long is a very troublesome sound for which there is no exact equivalent in English. It is said to be like the French *eu*, the nearest approach in English being the peculiar sound that *i* gets in *sir*. ö short is generally said to correspond to the *e* in *her*.

ü long is another troublesome sound unrepresented in English. The sound may be produced by keeping the lips in the position of saying the *oo* sound of *poor* and trying to utter the *ee* sound of *peer*. ü short is pretty nearly the same sound, but more hurriedly uttered. ÿ follows practically the same rules as ü.

Diphthongs.

ai is sounded *a* + *y* (*y* being treated as a consonant). Mai (May) sounds almost like a dissyllable *Ma-y*. ei is

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sounded like the long English *i* or *y*; bei (by *or* with) sounds *by*. Note that while ei sounds *y*, ie sounds *ee*. Tier (beast) sounds *teer*. This distinction is very important, as mistakes are constantly made through not observing it. One way of remembering it is to notice that the *second* of the two letters gives its *English* sound to the word: thus in frei (free) the i gets its English sound as in *fry*, while in vier the e gets its English sound as in *feer*.

au sounds like the English *ow* or *ou* in *how* and *mouse*.

eu and äu practically sound like the *oy* in *boy*. Reuter, familiar to the newspaper reader, is pronounced *Royter*. Haus (house) sounds like the English *house*, while Häuser sounds *hoyser*.

Consonants.

The following consonants give no trouble as they are all used practically in the same way as in English: f, k, l, m, n, p, t.

b and d are used exactly as in English, except that *at the end of a word* b is sounded *p*, and d is sounded *t*. Halb (half) is sounded like *halp*, and Hund (dog) is sounded as if written *hŭnt*.

c is not used by itself except in words that have been adopted from other languages. It generally sounds hard like *k* (but before ä, e, i, ö, ü, it is sounded like *ts*, and in some French words it sounds *ss*).

g at the beginning of a word or syllable sounds hard as in *get*. At the end of words it frequently sounds something like the troublesome *ch* sound in the Scotch word *loch*, the *ch* being a little harder after the vowels a, o, au and u than in other cases. Thus Schlag (a blow) sounds (nearly) *schlawch*. Honig sounds *hōnich*.

h, generally speaking, is always sounded as in English when it is at the beginning of a word or an accented

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syllable. When it ends a word, or when it follows a vowel and precedes a consonant, it is not sounded at all. Its use when not sounded is to show that the preceding vowel is long.

j has the same sound as the English *y* in *yet*.

q, as in English, is never used unless followed by u. Its sound always contains the two sounds *k* and *w*: thus Quelle (a spring) sounds *kwelle*. (Some prefer *kvelle*.)

r is used as in English, except that it is rolled much more than most English people can manage. It is sounded like the Scotch *r* and *never* slurred over.

ſ at the beginning of a word or between vowels is soft like the English *s* in *raise*, as in Sache (thing); at the end of a word it sounds sharp like the English *ss* in *pass*, as in das (the).

v in general sounds *f*: Vater (father) sounds *fater*. (In a few foreign words the v sounds as in English.)

w sounds like the English *v*: Waſſer (water) sounds *Vasser*.

x always retains the sounds of both *k* and *s*.

z always retains the sounds of *t* and *s*: Zeit sounds *tsyt*.

Combinations of Consonants.

ch. This is a troublesome combination for English lips. After the vowels a, o, u, au it has the sound of the *ch* in the Scotch *loch*. After e and i and the modified vowels the sound is more like the Scotch pronunciation of night—*i.e.*, *nicht*. This *ch* is softer than the preceding, and is not far removed from the sound of *h* in English before *u* as in *hue*, or *e* as in *hew*. If ch comes before an ſ (the ſ belonging to the word and not merely added like the s of the genitive) it is sounded like f: thus ſechs (six) sounds *zeks*.

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ng is said to be nasal in German. The g is not sounded, but has an effect upon the preceding n, making the sound come more through the nose. In English, bringing is not sounded brin-ging; the middle *g* is not hard, in fact it is not sounded unless in so far as it affects the sound of the preceding *n*. It is exactly the same in German.

ph sounds *f* as in English.

ſp and ſt *at the beginning of a word* sound *shp* and *sht*. Thus ſpannen (to yoke) sounds *shpannen,* and Stein (a stone) sounds *shtyn.*

ſch has always the *sh* sound as in *shall.*

th always sounds like simple t: the h is never sounded.

For practice in recognising the German characters and pronouncing German words you cannot do better than learn the numerals. It is worth noting that the German figures are exactly the same as our own, though the Germans sometimes draw a stroke through the tail of the seven. Learn the meanings as well as the sounds.

1. eins	pronounce	*īness.*[1]	11. elf	pronounce	*elf.*
2. zwei	„	*tsvy.*	12. zwölf	„	*tswœlf.*
3. drei	„	*dry.*	13. dreizehn	„	*drytsayn.*
4. vier	„	*feer.*	14. vierzehn	„	*feertsayn.*
5. fünf	„	*fünf.*	15. fünfzehn	„	*fünftsayn.*
6. ſechs	„	*zeks.*	16. ſechzehn	„	*zechtsayn.*
7. ſieben	„	*zeeben.*	17. ſiebzehn	„	*zeeptsayn.*
8. acht	„	*acht.*	18. achtzehn	„	*achtsayn.*
9. neun	„	*noyn.*	19. neunzehn	„	*noyntsayn.*
10. zehn	„	*tsayn.*	20. zwanzig	„	*tsvantsich.*

The final e in German is frequently ill-treated by English speakers and sounded as *ey*: habe is sounded *habey.* The final e should be sounded *very* lightly with a sound some-

[1] One syllable: *īne(ss).*

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thing like the *e* in *her* or the *u* in *butter*. In the following phonetic version the final *e* is marked ĕ *when it is to be so sounded*. ī means long *i* as in *mire;* ĭ, short *i* as in *mint*. *ow* is to be sounded as in *how*.

Now turn to page 59 and make an attempt at reading aloud the passage in German characters you find there. Compare your pronunciation line by line (*after you have read it over once without any help*) with the following version which is written phonetically. In reading the following, sound every syllable *as you would in* **English.**

Es var īne kœnich in Greechenlant der Atamas heess, ŭnt zīnĕ frow heess Nayfayla: zee hatten tsvy kĭnder, īnen zone ŭnt īnĕ tochter; deesĕ varen zare goot ŭnt hatten zĭch zare leep. Der zone heess Frixŭss ŭnt dee tochter Hellĕ. Der fater aber var bœsĕ, ŭnt fer-shteess zīnĕ frow, die mŭter der gooten kĭnder, ŭnt highratĕtĕ īnĕ anderĕ frow die Eeno heess ŭnt zare bœsĕ var. Zee behandeltĕ dee armen kĭnder zare shlecht, ŭnt gap eenen shlecht zŭ essen ŭnt shlechtĕ klyder, ŭnt shlooch zee opglych zee goot varen, vyle zee nach eerer mŭter vynten. Zee var īnĕ zare bœsĕ steefmŭter. Zŭletzt vollte zee den knaben Frixŭs opfern.

(The German text of the following is on page 62.)

Alss er aber zŭm altar gebracht var, brachtĕ der gott Hermais īnen shœnen grōssen vidder; deeser hattĕ vollĕ fon golt ŭnt konntĕ owf den volken lowfen. Owf deesen vidder mit dem goldnen fleece zetstĕ Hermais Frixŭss ŭnt owch zīnĕ shwester Hellĕ, ŭnt zachtĕ eenen, zee zollten nach dem landĕ Kolchis dŭrch dee lŭft gayen.

Der vidder aber vŭstĕ den vaych. Die kĭnder mŭsten zĭch mit īner hant am horn festhalten, ŭnt den andern arm shloogen zee īnĕs oom des andern lype: aber Hellĕ leess den brooder los ŭnt feel herŭnter in dee zay. Frixŭss vyntĕ zare, vyle zīnĕ goote shwester tōt var, ritt

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aber immer fort ŭnt kam nach Kolchis. Da opfertĕ er den vidder, ŭnt dass goldenĕ fleece nageltĕ er an īnen īchbowm.

LESSON I.

Case and Declension.

The name of any person or thing we can think about is called a noun. Thus *man* and *head* are nouns. If we wish to speak of more than one man or head in English we say *men* and *heads*. The difference between *man* and *men*, *head* and *heads*, is a difference in what is called *number*. *Head* is called singular, *heads* plural.

The German for *man* is Mann and for *head* Kopf. (Observe the capital letters: *all* nouns are written with capitals in German.) To form the plural of these nouns we first of all modify the vowel, then we add something —er in the first case, and e in the other. Thus we get Männer and Köpfe. Except for the er at the end, Männer sounds just like *men*. There are, in fact, certain nouns in German that make their plural by merely changing the vowel just like *man, men*. Thus Apfel is singular and Äpfel is plural (apple, apples); Garten = garden, Gärten = gardens.

The man's friend lost the hat. Here we have three nouns, but they are all used in a different way: *friend* is called the subject, because it is this friend in whose doings we are interested; *hat* is called the object, because it shows what was the object upon which the friend acted; *man's* is said to be possessive because it shows who possesses the friend. This relation of a noun to the other nouns in the sentence is called its case. If the noun is the subject, it is said to be in the *nominative* case; if it is

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the object, it is said to be in the *accusative* case; if it possesses anything, it is said to be in the *possessive* case. Another name for the possessive is the genitive, and by this name the case is usually known in German.

I give the man the hat. Here we have *two* objects, for the giving applies to both the man and the hat. But clearly *hat* is more of an object than the man. We do not really give the man, we give the hat. Written out in full the sentence might run: *I give the hat* **to** *the man.* Here *man* is called the indirect object, and *hat* the direct object. If now the direct object is called the accusative case, we must have another name for the indirect object. As a matter of fact it is called the *dative* case. We have thus four cases—nominative, genitive, dative and accusative.

Since *John's book* means the same as *the book of John*, and *the man's head* the same as *the head of the man*, **of** is regarded as the word that marks the genitive. **To,** we have seen, is the word that marks the dative, though **for** is also a dative mark. We can say *I sent a hat for the man:* here man is indirect object, and therefore dative, and so *for* is also a mark of the dative.

In English we do not make any change in a noun to show that it is in the dative. In German, they frequently add an e to show that it is dative. To the man = dem Manne; to the head = dem Kopfe.

In English the little word *the* is called the definite article, and never changes at all. It is always plain *the*, whether it is used in singular or plural; and case makes no difference to it. In German it changes with every case.

Singular.

Nom.	der Apfel	(the apple)	der Kopf	der Mann
Gen.	des Apfels	(of the apple)	des Kopfes	des Mannes
Dat.	dem Apfel	(to the apple)	dem Kopfe	dem Manne
Acc.	den Apfel	(the apple)	den Kopf	den Mann

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Plural.

Nom.	die Äpfel	(the apples)	die Köpfe	die Männer
Gen.	der Äpfel	(of the apples)	der Köpfe	der Männer
Dat.	den Äpfeln	(to the apples)	den Köpfen	den Männern
Acc.	die Äpfel	(the apples)	die Köpfe	die Männer

When we write out all the cases of a noun, as we have done above, we are said to *decline* it. We now give three sets of nouns: No. I. is declined like Apfel, No. II. like Kopf and No. III. like Mann.

I.	II.
der Vater...the father	der Hut...the hat
der Schneider...the tailor	der Fuß...the foot
der Garten...the garden	der Feind...the enemy

III.

der Wald...the forest
der Leib...the body

Here are some German words out of which we are to make the following exercise:—

er...he	gut...good
liebt...loves	arm...poor
hat...has	ſchlecht...bad
giebt...gives	nicht...not
iſt...is	ſind...are

Exercise 1 (*a*).

Decline in full Garten, Fuß and Wald just like Apfel, Kopf, Mann, giving the article in each case.

1. Der Hut des Vaters iſt nicht gut. 2. Die Schneider ſind arm. 3. Der Garten des Feindes iſt ſchlecht. 4. Der Schneider liebt den Vater. 5. Er hat den Hut. 6. Der Vater hat den Garten. 7. Der Feind liebt die Gärten. 8. Der Vater hat den Wald. 9. Der Schneider hat die Wälder. 10. Die Leiber der Männer ſind nicht ſchlecht. 11. Er giebt dem Vater den Wald. 12. Der Vater giebt dem Schneider den Hut. 13.

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Der Feind iſt arm, die Schneider ſind nicht arm. 14. Die Füße der Schneider ſind nicht ſchlecht. 15. Die Gärten der Väter ſind gut. 16. Er giebt dem Manne den Apfel. 17. Die Äpfel des Feindes ſind ſchlecht. 18. Er giebt den Feinden die Hüte. 19. Der Feind des Vaters giebt die Wälder. 20. Der Vater des Schneiders giebt die Gärten.

Exercise 1 (*b*).

1. The tailor is not poor. 2. The foot is bad. 3. The man's foot (foot of the man) is not bad. 4. He has the hat. 5. The hats of the tailors are not good. 6. The tailor has the hats. 7. The tailor's father is not poor. 8. The man loves the father. 9. The father loves the men. 10. He gives to the father the hat. 11. The forests of the enemies are bad. 12. The man has the gardens of the tailor. 13. The tailor gives to the enemies the garden of the father. 14. The tailor's father gives the body of the man to the enemies.

LESSON II.

Person and Conjugation.

Pronouns are little words that stand for nouns, and help us to avoid repeating the nouns too often. The following are pronouns: *I, thou, he, she, it, we, you, they, me, us, him, her, thee, them.* These can be arranged into three classes according as they represent persons or things (1) speaking, (2) spoken to, (3) spoken about. Thus *I* and *me*, and *we* and *us* all refer to the person who is speaking. *Thou* and *thee* and *you* refer to the person spoken to. *He, she, it, him, her*, and *they* and *them* have all to do with the person or thing spoken about. The first class of pronouns are said to be in the *first person;* the second class in the

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second person; and the third class in the *third person.* Nouns are nearly always of the third person.

Words that tell us something about subjects are called verbs. Verbs have person as well as the pronouns. We say in English:—

	Singular.	Plural.
1st person	I love	we love
2nd person	thou lovest	you love
3rd person	he loves she loves the man loves	they love the men love

You will note that we have here three forms of the verb, namely: (1) *love*, (2) *lovest*, (3) *loves*. The form *love* by itself may be either 1st person singular (I *love*), or *any* person plural (we, you or they *love*). It can, in fact, be any one of four different things, and we know which it is only if we see the pronoun that goes along with it. The forms *loves* and *lovest*, on the other hand, can be only one thing each, and we do not need the help of the pronoun to find out the person or the number: *loves* is 3rd person singular, *lovest* is 2nd person singular, and they can be nothing else.

In all these parts of the verb *love* there is the part *lov-* that never changes: whatever is added to it, *lov-* at least must be there. If we add only *-e* we get *lov-e;* if we add *-est* we get *lov-est;* if we add *-es* we get *lov-es*. The part of a word that never changes (like *lov-*) is called the stem; and the parts we add to the stem (like *-e*, *-es*, *-est*) are called terminations.

Nouns have stems and terminations just like verbs. In the Kopf nouns, Kopf is the stem and =e, =es and =en are the terminations; in the Apfel nouns, Apfel is the stem and =s and =n are the terminations; in the Mann nouns, Mann is the stem and =es, =e, =er, =ern are the terminations.

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The German word for *to love* is lieben. Here the stem is lieb= while =en is the termination. We give below the Present tense of the verb lieben. Present tense means present time, because it deals with what is going on at present. The loving was not done in the past (so far as the verb tells us); it *may* go on in the future, but the verb tells us nothing of that. All that the verb tells us by its present tense is that loving is going on now.

PRESENT of lieben.

Singular.

1.	ich liebe	I love
2.	du liebſt	thou lovest
3.	er / ſie / der Mann liebt	he / she / the man loves

Plural.

1.	wir lieben	we love
2.	Sie lieben / (ihr liebt)	you love
3.	ſie / die Männer lieben	they / the men love

Look at the pronouns first. Though ich means I, it is written in German with a small i.

We have three pronouns sounded alike: ſie = she, ſie = they, and Sie = you. We can discover whether ſie means *she* or *they* only by looking at the verb. If the verb ends in =en, then ſie = they. Notice that when ſie = they, the *they* may be made up entirely of *he's*, or entirely of *she's*, or they may be a mixture of *he's* and *she's*; ſie is the plural of both er and ſie just as *they* is the plural of both *he* and *she*.

Sie when written with a capital means *you*, *i.e.*, the person who is spoken to, or the persons who are spoken to: Sie is either singular or plural, but it always has the

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plural form of the verb whether Sie means one person or more. In the same way in English we must say "you *are*," even when speaking to one person.

The form with du is used only among *very* intimate friends, and also by superiors to those who are very much their inferiors, and by grown up people to young children. It may indicate intimate friendship, familiarity or contempt. The plural of du is ihr. This familiar form is of almost no use to the English student, who ought always to use the Sie form as the only polite way of addressing a German. This is why the ihr form is always (in this book) printed within brackets.

Coming now to the terminations, we find that there are four: (1) e in the first person singular, (2) ſt in the second person singular, (3) t in the third person singular, and (4) en for all the persons of the plural, except the familiar form, which ends like the third singular in t.

Just as we call the writing out of all the cases of a noun its declension, so we call the writing out of the various parts of the verb its conjugation.

Questions are asked in German just as in English, by putting the subject after the verb: liebe ich? = do I love? Liebt der Mann? = does the man love? Lieben Sie? = do you love?

weinen...to weep	Apfel nouns	der Lehrer...the teacher
lernen...to learn		der Vogel...the bird
ſchicken...to send		der Schüler[1]...the pupil
kaufen...to buy	Kopf nouns	der Tiſch...the table
haſſen...to hate		der Freund...the friend
lachen...to laugh		der Rock...the coat

und...and oder...or

[1] When a noun has the modification in the singular we can distinguish the plural from the singular only by noting the accompanying article or verb.

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Exercise 2 (*a*).

Write out weinen and ſchicken as lieben is printed above. Write out lernen in the interrogative form.

1. Wir lachen. 2. Der Schüler lernt. 3. Die Freunde weinen. 4. Der Mann kauft den Vogel. 5. Der Lehrer liebt die Vögel. 6. Der Vater haßt die Feinde. 7. Der Lehrer und die Schüler lernen. 8. Die Schneider ſchicken die Röcke. 9. Weinen die Schüler? 10. Haßt der Lehrer die Schüler? 11. Der Lehrer haßt die Schüler nicht. 12. Der Mann und der Schneider kaufen den Rock. 13. Der Freund oder der Feind lacht. 14. Der Vater des Schülers haßt die Vögel. 15. Der Freund der Lehrer liebt die Schüler nicht. 16. Ich liebe oder haſſe den Freund des Lehrers. 17. Der Schüler ſchickt dem Vater den Vogel. 18. Der Schneider oder der Lehrer kauft den Tiſch des Freundes. 19. Der Vater ſchickt den Schülern den Vogel des Lehrers. 20. Er ſchickt dem Freunde die Röcke der Männer.

Exercise 2 (*b*).

1. The friend buys the bird. 2. The pupil loves the teacher. 3. The pupils are good. 4. The pupils and the teacher learn. 5. The man and the friend weep. 6. Does the pupil weep? 7. He weeps and laughs. 8. The tailor hates the pupils. 9. The men love the friends of the teacher. 10. We buy the tables. 11. The tailor sends the coats. 12. Does the teacher buy the coat? 13. The bird does not love the pupil. 14. The friends of the teacher hate the pupil's father.

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LESSON III.

Haben, Sein and the Imperfect.

A large number of nouns ending in e form all their cases except the nominative sing. by simply adding n. Thus Knabe = a boy.

	Singular.	Plural.
Nom.	der Knabe	die Knaben
Gen.	des Knaben	der Knaben
Dat.	dem Knaben	den Knaben
Acc.	den Knaben	die Knaben

Note that there is no Umlaut.

der Neffe...the nephew	er ſah...he saw
der Löwe...the lion	ſie ſahen...they saw
der Gatte...the husband	wo?...where?
der Franzoſe...the Frenchman	blau...blue
der Deutſche...the German	rot...red
der Sklave...the slave	grün...green
leben...to live	wohnen...to dwell

There are two little verbs that you cannot learn too soon or too well. Here they are: haben = to have, and ſein = to be.

Present of haben.

Singular.		Plural.	
1. ich habe	I have	wir haben	we have
2. du haſt	thou hast	Sie haben / (ihr habt)	you have
3. er hat	he has	ſie haben	they have

Observe that haben is just like all the verbs we have had, and so is quite regular, so far as we know it yet. With ſein it is different.

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PRESENT OF sein.

Singular.		Plural.	
1. ich bin	I am	wir sind	we are
2. du bist	thou art	{Sie sind / (ihr seid)}	you are
3. er ist	he is	sie sind	they are

So far we have been dealing with the *Present tense*, that is, our verbs have dealt only with things now going on. In dealing with things that were done in the past we use a form of the verb called the *Imperfect tense*. It is easily learned, and differs from the Present in having a t all through, and in having a final e in the third person singular. Compare the following with the present of lieben as given on page 16 :—

IMPERFECT INDICATIVE OF lieben.

Singular.		Plural.	
1. ich liebte	I loved	wir liebten	we loved
2. du liebtest	thou lovedst	{Sie liebten / (ihr liebtet)}	you loved
3. er liebte	he loved	sie liebten	they loved

The Imperfect may be put into English in two ways: (1) *I loved*, (2) *I was loving*. Ich liebte does duty for both forms. In English we often use *do* and *is*, and *was* and *did* along with verbs. *I am loving*, *you were loving*, etc., are called the *progressive* form, because they show that the loving is or was going on continuously: *I do love*, *she did love*, etc., are called the emphatic form. But German does not allow this use of *am*, *was*, *do*, *did;* these little words are **never** put into German along with verbs. *I do love* is just ich liebe. *I am loving* is just the same, ich liebe. *Do I love?* = liebe ich? *Am I loving?* is the same, liebe ich? *I was loving* = ich liebte. *I did love* = ich liebte. *Did I love?* = liebte ich? *She is loving* = sie liebt. *Does she love?* = liebt sie?

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Exercise 3 (*a*).

Write out the imperfect of lachen.

1. Wir ſind Franzoſen. 2. Wo wohnen die Sklaven? 3. Die Deutſchen lieben die Sklaven nicht. 4. Er ſah die Löwen nicht. 5. Die Gatten ſahen die Neffen nicht. 6. Sahen Sie nicht die Löwen? 7. Die Sklaven lebten und weinten. 8. Wo wohnen die Franzoſen und die Deutſchen? 9. Die Äpfel ſind rot, die Vögel ſind blau. 10. Die Franzoſen lieben die Deutſchen nicht. 11. Wo ſind Sie? 12. Wo iſt ſie? 13. Wo ſind ſie? 14. Liebten ſie den Gatten nicht?

Exercise 3 (*b*).

1. Where do you live? 2. The Frenchmen do not love the slaves. 3. We liked apples. 4. The birds and the apples are green. 5. They saw the lions, and she saw the slaves. 6. He does not like the birds. 7. Are the Germans poor? 8. Are the husbands poor, or do they have slaves? 9. Where did the lions dwell? 10. Are the nephews of the Frenchmen good? 11. I have the slave, you have the lions. 12. Did the slaves see the lions? 13. Did you not weep? 14. Were you not learning?

LESSON IV.

Gender.

In English we talk about the gender of nouns, but we do not need to worry over it. It is different in German. In English the names of male creatures are *masculine*, of female creatures *feminine*, and of things without life *neuter*. But in German all this is changed: it is largely a matter of words, not of meanings. Thus: Äpfel is *masculine*, Mädchen = a maiden, is *neuter*, and Stadt = a town or city, is *feminine*.

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For a little while you will find some difficulty in dealing with gender, but the worst of it will soon be past, though it takes a very long time to get quite familiar with the peculiarities of German gender.

Our first trouble is with the article *the*. Up till now we have had only masculine nouns to deal with; and with them we always use the word der. But with feminine nouns we always use die, as die Kuh = the cow.

	Singular.	Plural.
Nom.	die Kuh	die Kühe
Gen.	der Kuh	der Kühe
Dat.	der Kuh	den Kühen
Acc.	die Kuh	die Kühe

You will observe that while the singular of die differs from that of der, the plural is the same for both. (There is one comfort in dealing with feminine nouns: *the singular in all cases is unchanged.*) If the word is of one syllable, it is *generally* declined as above. If it has more than one syllable, it is, *as a rule*, treated like the following. Note that there is no Umlaut in feminine nouns of more than one syllable.

die Roſe...the rose.

	Singular.	Plural.
Nom.	die Roſe	die Roſen
Gen.	der Roſe	der Roſen
Dat.	der Roſe	den Roſen
Acc.	die Roſe	die Roſen

Imperfect of haben.

Singular.		Plural.	
1. ich hatte	I had	wir hatten	we had
2. du hatteſt	thou hadst	{Sie hatten / (ihr hattet)}	you had
3. er hatte	he had	ſie hatten	they had

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IMPERFECT OF ſein.

Singular.		Plural.	
1. ich war	I was	wir waren	we were
2. du warſt	thou wast	{Sie waren / (ihr waret)}	you were
3. er war	he was	ſie waren	they were

die Luft...the air
die Macht...the might
die Hand...the hand
die Frucht...the fruit
die Stadt...the city
nun...now
ſehr...very

die Naſe...the nose
die Tante...the aunt
die Feder...the pen
die Gabel...the fork
die Mauer...the wall
böſe...bad, wicked
aber...but

Exercise 4 (*a*).

1. Die Roſen der Tanten waren rot. 2. Die Federn waren ſehr ſchlecht. 3. Die Tanten haben die Kühe. 4. Wo waren die Gabeln? 5. Wir kauften die Mauer und die Früchte. 6. Die Mauern der Stadt waren ſehr ſchlecht. 7. War der Freund des Deutſchen böſe? 8. Die Macht der Deutſchen. 9. Wir ſahen die Hände des Franzoſen. 10. Er hatte die Gabel, aber Sie hatten die Frucht. 11. Hatteſt du die Roſen? 12. Die Luft iſt ſehr gut. 13. Wo hatte ſie die Federn? 14. Waren wir nicht ſehr böſe?

Exercise 4 (*b*).

1. Where were the pens and the forks? 2. The fruit of the gardens is good. 3. Were you not sending the roses? 4. Is the aunt very wicked? 5. He did see the hands of the German. 6. The roses of the teachers were red. 7. The Frenchman had the cows. 8. The fruits of the garden are not bad. 9. Where were the walls of the cities? 10. Where did the Germans dwell?

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11. Hadst thou the roses of the teacher? 12. The birds were blue. 13. Had you not the fork? 14. We had the pens, but you had the rose.

LESSON V.

Definite Article and Demonstratives.

The declension of neuter nouns brings in another form of the definite article *the*. Fortunately, the plural of the article remains exactly the same as for the masculine and feminine.

There are three main ways of declining neuter nouns represented by das Land = the land, das Meer = the sea, and das Fenſter = the window.

	Singular.		
Nom.	das Land	das Meer	das Fenſter
Gen.	des Landes	des Meeres	des Fenſters
Dat.	dem Lande	dem Meere	dem Fenſter
Acc.	das Land	das Meer	das Fenſter
	Plural.		
Nom.	die Länder	die Meere	die Fenſter
Gen.	der Länder	der Meere	der Fenſter
Dat.	den Ländern	den Meeren	den Fenſtern
Acc.	die Länder	die Meere	die Fenſter

It is better to learn the article, as you have been doing, by using it. But since we have now seen it in all its forms, it may be well to gather it up into one table for reference.

	Singular.			Plural.
	Masc.	Fem.	Neut.	All genders the same.
Nom.	der	die	das	die
Gen.	des	der	des	der
Dat.	dem	der	dem	den
Acc.	den	die	das	die

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There is another reason for giving the article in full here. There are certain little words called *demonstratives* that are used to point out nouns in German, and these are declined exactly like der, die, das. These words are dieſer = this; jener = that; jeder = every. With the three genders they appear:—

Singular.			Plural.
Masc.	Fem.	Neut.	All genders the same.
dieſer	dieſe	dieſes	dieſe
jener	jene	jenes	jene
jeder	jede	jedes	alle

The very meaning of the word shows us that we cannot have a plural of jeder: we use alle instead. We cannot say *every men*, but we can say *all men*: alle Männer.

Another word, which does not point out but asks a question, is declined in the same way. It is welcher, welche, welches (sing.), welche (plural). It means *which?*

Thus: dieſer Mann = this man; jene Kuh = that cow; jedes Buch = every book; welches Metall? = which metal?

Prepositions are little words like *to*, *with* or *in*, which show the relation between certain words in sentences. In English prepositions are said to govern the accusative case, but in German they may govern the accusative, the dative or the genitive case. We shall begin with six which govern the dative.

aus...out	in[1]...in
mit...with	von...of *or* from
nach...after *or* to	zu...to *or* at

Thus we write: aus dem Hauſe = out of the house, in der Stadt = in the town, nach dem König = after the king, zu Hauſe = at the house *or* at home.

[1] In can *also* govern the accusative: but in the meantime we shall use it only with the dative.

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das Ei...the egg
das Geld...the money
das Kleid...the dress
das Haus...the house
das Wort...the word
das Lied...the song
das Kind...the child
das Dorf...the village
das Feld...the field
das Geheimnis...the secret
das Geschäft...the business
das Geschenk...the present
die Kirche...the church
das Zimmer...the room

Exercise 5 (*a*).

Write out in full the declension of welcher.

1. Jeder Mann hatte zwei Felder. 2. Diese Wörter sind in diesem Buche. 3. Welches Dorf hatte zwanzig Kühe? 4. Er schickte das Geschenk. 5. Das Land der Kinder war gut. 6. Jedes Kind hatte drei Kleider. 7. Er hatte Geld zu Hause. 8. Jener Lehrer hat fünf Häuser in dem Dorfe. 9. Die Lehrer in den Dörfern waren nicht arm. 10. Jene Kinder hatten diese Geheimnisse. 11. Welche Feder haben Sie? 12. Die Zimmer dieses Hauses waren schlecht. 13. Der König schickte den Lehrern diese Geschenke. 14. Der Vater war in dem Zimmer mit den Kindern.

Exercise 5 (*b*).

1. This child has that secret. 2. Which teacher sent this present? 3. Where were the children in that house? 4. The four Frenchmen were in this church. 5. Five rooms of that house are good, but two are bad. 6. The words in this book are bad. 7. In this house were five dresses. 8. In which room is the money? 9. She wept after this word. 10. The king was in this business. 11. He bought ten houses in the village and ten fields. 12. He sent twelve eggs with the dress. 13. Which secret has that house? 14. Every child in the village had two dresses.

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LESSON VI.

Types of Nouns.

By this time the student is no doubt a good deal confused about the way to deal with any noun that may turn up. There are so many ways of declining nouns that one is apt to lose heart. As a matter of fact, however, there are only two great classes of nouns: (1) those that have the genitive in ẽ and ẽn and (2) those that have their genitive in n or en. The first class make up what is called the Strong Declension, the second class form the Weak Declension. Unfortunately the nouns belonging to those declensions are not all declined alike, and some guidance must be given in dealing with the peculiarities of different kinds of nouns.

The best, because the most practical, way of mastering the declension of nouns is for the student to study carefully the following synopsis. Every noun he comes across in his reading he should compare with the twelve models, and decide which of those models it resembles. He will thus find that certain nouns are "Kopf" nouns, certain others "Mann" nouns and so on. Though the table does not cover all nouns, yet it will enable the student to decline 99 per cent. of those in every-day use. Exceptions should not be learnt in lists, but individually as they occur. It is time enough to learn the exceptions when you have mastered the rule. Attention will be called to exceptions in the proper place.

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STRONG DECLENSION.

Masculine Models.

Singular.

	Head.	Apple.	Man.
Nom.	Kopf	Apfel	Mann
Gen.	Kopfes	Apfels	Mannes
Dat.	Kopfe	Apfel	Manne
Acc.	Kopf	Apfel	Mann

Plural.

Nom.	Köpfe	Äpfel	Männer
Gen.	Köpfe	Äpfel	Männer
Dat.	Köpfen	Äpfeln	Männern
Acc.	Köpfe	Äpfel	Männer

"Kopf" nouns make up nearly the whole of the monosyllabic masculine nouns, except some ten which, with those ending in -tum (like Irrtum = error), are "Mann" nouns. "Apfel" nouns are those ending in -el, -en, -er.

Neuter Models.

Singular.

	Sea.	Window.	Land.
Nom.	Meer	Fenster	Land
Gen.	Meeres	Fensters	Landes
Dat.	Meer(e)	Fenster	Lande
Acc.	Meer	Fenster	Land

Plural.

Nom.	Meere	Fenster	Länder
Gen.	Meere	Fenster	Länder
Dat.	Meeren	Fenstern	Ländern
Acc.	Meere	Fenster	Länder

You cannot fail to trace a resemblance between Kopf and Meer; Apfel and Fenster; Land and Mann. But since the above nouns are *neuter* it is worth while having them as examples.

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Most of the neuter monosyllable nouns are Land nouns; but monosyllable nouns ending in r, along with those beginning with the prefix Ge—such as Geſchenk = a present, Gewehr = a rifle—are Meer nouns. The other neuters are mostly Fenſter nouns.

Weak Declension.

Masculine Models.

Singular.

	Boy.	Hero.	Professor.
Nom.	Knabe	Held	Profeſſor
Gen.	Knaben	Helden	Profeſſors
Dat.	Knaben	Helden	Profeſſor
Acc.	Knaben	Helden	Profeſſor

Plural.

Nom.	Knaben	Helden	Profeſſoren
Gen.	Knaben	Helden	Profeſſoren
Dat.	Knaben	Helden	Profeſſoren
Acc.	Knaben	Helden	Profeſſoren

Masculine nouns ending in -e are Knabe nouns. Nouns derived from other than German sources, and having the accent on the last syllable, like Student', along with somewhat fewer than a score of monosyllables originally ending in -c, are Held nouns. Nouns meaning professions, like Doktor, are Profeſſor nouns. Profeſſor nouns are really "strong" in the singular.

Feminine Models.

Singular.

	Rose.	Woman.	Cow.
Nom.	Roſe	Frau	Kuh
Gen.	Roſe	Frau	Kuh
Dat.	Roſe	Frau	Kuh
Acc.	Roſe	Frau	Kuh

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		Plural.	
Nom.	Roſen	Frauen	Kühe
Gen.	Roſen	Frauen	Kühe
Dat.	Roſen	Frauen	Kühen
Acc.	Roſen	Frauen	Kühe

Nearly all feminine nouns of more than one syllable are Roſe nouns, while nearly all feminine monosyllable nouns are Frau nouns, except some thirty, which, along with the feminine in nis (old spelling niß) and ſal, are Kuh nouns. This last class, it will be observed, is really "strong" in the plural.

As an exercise in applying what has been said, arrange the following nouns under the proper model, as Mann nouns, Kuh nouns, etc. :—

Exercise 6.

der Kellner...the waiter
die Biene...the bee
die Nadel...the needle
der Soldat'...the soldier
der Teller...the plate
das Meſſer...the knife
die Gabel...the fork
der Löwe...the lion
das Haus...the house
der Vogel...the bird
die Taube...the dove
der Sohn...the son
das Kind...the child
die Haut(pl.Häute)...the skin
das Amt...the office
das Mädchen...the maiden
der Rektor...the rector
das Thal...the valley

das Gebäude...the building
das Wort[1]...the word
die Nacht (pl. Nächte)...the night
der Fuß...the foot
der Irrtum...the error
das Bein (pl. Beine)...the leg
die Kenntnis (pl. -niſſe)...the knowledge
das Ding (pl. Dinge)...the thing
das Geſchenk...the present
der Zahn...the tooth
die Bank...the bench
der Leib...the body
das Feuer...the fire
die Nachbarin (pl. -rinnen)...the neighbour
der König...the king
der Kamerad'...the comrade
der Gatte...the husband
die Magd...the maid-servant

[1] Two plurals: Wörter for single words; Worte for connected words.

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der Stock...the stick
das Blatt...the leaf
die Brücke...the bridge
der Jude...the Jew
der Brief...the letter
der Hund...the dog
das Waſſer...the water
das Ei...the egg

LESSON VII.

Indefinite Article and Possessive Adjectives.

In German as in English there are two articles, the definite—which we now know pretty well—and the indefinite. The indefinite article in English is *a* or *an*. In German it is ein or eine. You had better learn it from this table, which you will readily understand by comparing it with the table of the definite article. Obviously ein can have no plural.

	Masc.	Fem.	Neut.	
Nom.	ein	eine	ein	a (an *or* one)
Gen.	eines	einer	eines	of a
Dat.	einem	einer	einem	to a
Acc.	einen	eine	ein	a

You can readily trace a resemblance to the *endings* of the definite article, and this resemblance will make it easy for you to remember the declension.

There are certain other very important words *that go with nouns* and are declined exactly like ein, eine, ein—only they have a plural. These words are :—

	Singular.			Plural.
	Masc.	Fem.	Neut.	All genders.
thy	dein	deine	dein	deine
your	Ihr / euer	Ihre / euere	Ihr / euer	Ihre / euere
her *or* their	ihr	ihre	ihr	ihre
no (*with a noun*)	kein	keine	kein	keine
my	mein	meine	mein	meine
his *or* its	ſein	ſeine	ſein	ſeine
our	unſer	unſere	unſer	unſere

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Observe that the only difference between ihr (her) and Ihr (your) is the capital letter. The plurals of the above words have the same endings as the plural of der. Thus:—

Nom.	die (the)	-e	deine (thy)	ihre (her *or* their)
Gen.	der	-er	deiner	ihrer
Dat.	den	-en	deinen	ihren
Acc.	die	-e	deine	ihre

There are really *three* ways in German of expressing the English word *your*. If we are speaking of one person with whom we are familiar, we say dein, as above. If we are speaking of more than one person with whom we are familiar, we use euer (m.), euere (f.), euer (n.), euere (pl.). Then there is the ordinary polite form—which is the form for us—Ihr, Ihre, Ihr, Ihre.

Names of individual persons and places are called proper nouns. In German it is getting more and more unusual to decline proper nouns. Karl (Charles) might be treated as a Kopf noun, but as a matter of fact the only case in which it changes is the genitive: Karls Buch = Charles' book. This is clearly just the same as in English. But if we want to use the dative or accusative of a proper noun we *may* indicate this by the article which shows which case we mean. To Socrates = dem Sokrates. He saw Jason = er sah den Jason. But this is mainly used with classical names, and is going quite out of usage.

Names of countries and places can have only the genitive ending, and this must be -s, not -es. *The queen of England* may be either die Königin von England or Englands Königin.

The *queen* and *England* are two different things, but in *the city of London*, *city* and *London* are the same thing, so in this case the Germans do not write die Stadt von London but simply die Stadt London. Nouns coming to-

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gether in this way, and meaning the same thing, are said to be in apposition.

Here are a few useful proper names :—

England...England	Engländer...Englishman
Irland...Ireland	Irländer...Irishman
Schottland...Scotland	Schottländer (*or* der Schotte) } Scotsman
Amerika...America	Amerikaner...American
Deutſchland...Germany	der Deutſche / ein Deutſcher } German
Frankreich...France	Franzoſe...Frenchman
London...London	Londoner...Londoner
Berlin...Berlin.	Berliner...Berliner

Inhabitants of towns are always named by adding -er to the name of their town.

Exercise 7 (*a*).

Write out in full ihr, ihre, ihr in both singular and plural.

1. Er ſchickte meinem Bruder einen Brief. 2. Unſere Magd hat keine Bänder. 3. Die Gebäude waren in unſerem Thale. 4. Die Brücke iſt in ihrer Stadt. 5. Sein Land hat keine Thäler. 6. Die Blätter in jenem Lande ſind nicht grün. 7. Haben Sie meinen Stock? 8. Ihre Hunde ſind nicht in dem Thale des Königs. 9. Ihr König hat keine Soldaten. 10. Wir ſahen Ihre Briefe in ſeinem Zimmer. 11. Die Thäler jenes Landes ſind grün. 12. Die Juden haben Geld. 13. Die Gebäude in dieſem Lande ſind nicht gut. 14. Wo iſt Ihre Magd?

Exercise 7 (*b*).

1. The valleys in your land are not green. 2. Do you send letters? 3. Where are your ribbons? 4. The Jews were weeping in this city. 5. The buildings and the bridges of our land are not good. 6. Soldiers do not

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weep: they laugh. 7. I saw three dogs in your room. 8. We have now leaves in our valley. 9. The soldier likes his stick. 10. The maid-servant buys ribbons from the Jew. 11. I saw three words of your letter. 12. Leaves and sticks were in that valley. 13. She sent five cows. 14. Do the soldiers not like sticks?

LESSON VIII.

Rules for Gender.

In a general way, every noun meaning a male person or animal is masculine, and every noun meaning a female person or animal is feminine. But the endings of words have so much to do with gender that we cannot depend entirely upon the meaning. In what follows we must try to learn something about the *meanings* of endings, as well as their power in determining gender.

Feminine endings: 1. In English our great feminine ending is *-ess:* actor, actress, etc. In German the corresponding termination is -in: Spieler = a player, Spielerin = a female player. These nouns double the n before adding -en for the plural: thus, the plural of Königin is Königinnen.

2. Most abstract nouns in German are feminine: that is, nouns denoting qualities or abstractions, such as—truth (Wahrheit), science (Wiſſenſchaft), beauty (Schönheit), gratitude (Dankbarkeit), slavery (Sklaverei'), rescue (Rettung), music (Muſik'), harmony (Harmonie'). You will observe that all these nouns are derived from simpler words. Wahr means *true*, Wahrheit, the quality of being true; wiſſen means *to know*, Wiſſenſchaft, the quality of knowing. These words are therefore called derivative words. The

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most common terminations which are used to form feminine derivative nouns are: -ung (Eng. *-ing*), -heit (Eng. *-hood*), -ſchaft (Eng. *-ship*), -ei (Eng. *-y*), and -keit (for which we have no English equivalent).

3. The third rule for feminines is of the greatest possible use. All two-syllabled nouns ending in -e, and meaning things without life, are feminine: as die Taſche = the pocket. This rule has few exceptions.

4. The fourth rule is not so important. Most nouns derived from verbs and ending in -d and -t are feminine. Thus: jagen (to hunt) gives die Jagd (the hunting); fahren (to travel) gives die Fahrt (the journey).

Neuter Terminations: 1. -chen and -lein are two terminations which make what are called diminutives of the nouns they are attached to. Bach = brook, Bächlein = little brook *or* brooklet; Dorf = a village, Dörfchen = a little village. chen and lein also express endearment, as Väterchen, Mütterchen. These endings make the noun neuter, whatever its gender was before: thus, Fräulein, which means a young or unmarried lady (little Frau), is neuter.

2. The -en of the Infinitive must be regarded as a neuter termination when the Infinitive is used as a noun. Thus: das Jagen = hunting, das Trinken = drinking.

Masculine Terminations: 1. Most nouns ending in -en (excluding Infinitives and diminutives) are masculine.

2. Two-syllabled nouns ending in -ich, -ig and -ing are masculine.

So far as is consistent with the above rules the following considerations of *meaning* may be applied in determining gender.

Masculine are names of days, months, seasons, stones, winds.

Neuter are names of metals, countries, cities, villages, islands.

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Keeping in view all that has been said, arrange the following nouns into three classes according as they are masculine, feminine or neuter. Go down the columns, not across the page.

Exercise 8.

Fürſtin...princess	Paris...Paris	Melodie'...melody
Eiche...oak	Freundſchaft...friendship	Eiſen...iron
Honig...honey	Diamant'...diamond	Löwe...lion
Leben...living	Schrift...writing	Sonne...sun
Eſelei...stupid conduct	Poeſie'...poetry	Liebling...darling
Teppich...carpet	Rauchen...smoking	Väterchen...little father
Februar...February	Freitag...Friday	Dummheit...stupidity
Gold...gold	Frau...wife	Helgoland...Heligoland
Überſetzung...translation	Blume...flower	Käfig...cage
Schlacht...battle	Kindlein...baby	Tanzen...dancing
Garten...garden	Treppe...staircase	Monat...month
Griechenland...Greece	Regen...rain	Pferdchen...little horse
Stunde...hour	Edelſtein...precious stone	Kuchen...cake
Jüngling...youngster	Fröhlichkeit...joyfulness	Union...union
Reinheit...purity	Büchlein...little book	Blümchen...little flower

LESSON IX.

Personal Element in Verbs.

Not every part of a verb has person. We can say *I* did it, or *you* did it, or *they* did it. But we cannot use any of these pronouns with *done*. We cannot say I *done* it, or you *done* it, or they *done* it. It is true we can say I (or you or they) *have* done it. But here the personal pronouns do not belong to the *done* but to the *have*. In other words, *have* is a personal part of the verb; *done* is a non-personal. *Done* is called the Past Participle, and can never be used with a personal pronoun without the help of another verb

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like *have* or *was*. It is for this reason that certain verbs —such as *to have* and *to be*—are called auxiliary or helping verbs.

In English the most common ending for the Past Participle is *-ed*—he has play-ed, work-ed, arrang-ed, borrow-ed, etc. Here are some examples of English and German Past Participles:—

Present tense	loves	liebt	plays	ſpielt	says	ſagt
Past tense	loved	liebte	played	ſpielte	said	ſagte
Past participle	loved	geliebt	played	geſpielt	said	geſagt

From this we may infer that most German Past Participles begin with ge and end with t.

Once we know the Past Participle of a verb, we can use it to make a new Past tense by the help of *have*. Thus: er hat geſagt = *he has said*, or simply *he said*. This tense is called the *Perfect*, because the action is now complete. Again we may say, er hatte geſagt = he *had* said. This is called the *Pluperfect* tense, because the action was completed at some time now past.

PERFECT OF lieben.

Singular.

1.	ich habe geliebt	I have loved
2.	du haſt geliebt	thou hast loved
3.	er hat geliebt	he has loved

Plural.

1.	wir haben geliebt	we have loved
2.	Sie haben / (ihr habt) geliebt	you have loved
3.	ſie haben geliebt	they have loved

Here we see that geliebt remains unchanged. Everything depends upon the personal verb haben. Geliebt in

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fact is hardly a verb at all: it is really a sort of adjective. The Germans think less of the Past Participle than even we do, and throw it always away to the very end of the sentence. We say, *he has said the word.* The Germans say, *he has the word said:* er hat das Wort gesagt. The child had loved the mother of his friend = Das Kind hatte die Mutter seines Freundes geliebt.

The Infinitive is another non-personal part of the verb, and is treated in the same unceremonious way by the Germans, who put it at the very end. *I will not say that word* = Ich will jenes Wort nicht sagen. Observe that *say* is here Infinitive, though the *to* is omitted, just as the zu is omitted before sagen. The full Infinitive in German is zu sagen, but the zu is omitted with auxiliaries, as here. Examples will be given by-and-by of the retention of this zu.

In English all Past Participles do not end in *ed,* though that is the regular ending. The following are Past Participles: *done, been, drunk, slept, arisen.* In the same way all German Past Participles do not begin with ge and end with t, though that is the regular thing. In the following list of verbs the first ten are regular, the last five irregular:—

Pres. Infinitive.	Past Tense.	Past Participle.	Meaning.
klagen	klagte	geklagt	to complain
suchen	suchte	gesucht	to seek
stellen	stellte	gestellt	to place
töten	tötete	getötet	to kill
warten	wartete	gewartet	to wait
bauen	baute	gebaut	to build
antworten	antwortete	geantwortet	to answer
wählen	wählte	gewählt	to choose
retten	rettete	gerettet	to save
arbeiten	arbeitete	gearbeitet	to work

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brennen	brannte	gebrannt[1]	to burn
denken	dachte	gedacht	to think
bringen	brachte	gebracht	to bring
ſenden	ſandte	geſandt	to send
nennen	nannte	genannt	to name

You will observe that when the stem of a regular verb ends in -d or -t, an extra e is inserted in the Past and Past Participle. This is for the sake of the sound; your ear will keep you right in this matter. On page 181 you will find a regular verb conjugated in all its parts. You should refer to it when in doubt about any tense.

Exercise 9 (*a*).

1. Unſer König hat ſeine Männer gerettet. 2. Die Soldaten haben einen König gewählt. 3. Warum klagen Ihre Freunde? 4. Die Männer haben in den Dörfern gearbeitet. 5. Der König hat Ihren Vater getötet. 6. Wo ſuchen Sie meine Feder? 7. Was haben Sie Ihrem Vater geantwortet? 8. Wir nennen unſer Land Frankreich. 9. Die Franzoſen hatten die Stadt verbrannt. 10. Mein Feind wartet in meinem Zimmer. 11. Die Mädchen hatten Eier von dem Dorfe gebracht. 12. Die Knaben haben Blumen in dem Thale geſucht. 13. Was haben Sie gedacht? 14. Ich habe das Geld nicht geſandt.

Exercise 9 (*b*).

1. He has burnt his books in the garden. 2. Have you answered? 3. Where has the king put his pens? 4. My friends have worked in your room. 5. Have you chosen your books? 6. Have the Jews brought their sticks? 7. We have named our son Charles (nennen must have two objects). 8. The men of the valleys have chosen a king. 9. The soldiers have killed the king's brother. 10. The

[1] When *to burn* means *to burn up* or *consume*, it is verbrennen, verbrannte, verbrannt.

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king's men waited. 11. Has the maid-servant not brought the table? 12. The soldiers have burnt the bridge in the city. 13. What have you answered? 14. Have you worked in every valley of the land?

LESSON X.

Personal Pronouns.

He, she and *it* are easily used in English. But in German they require careful watching. We must not think of sex at all, but only of the gender of the noun to which these little words apply. Talking of the town in German, we must not say **it** *is fine*, but **she** *is fine*, since Stadt is feminine: ſie iſt ſchön. So of a table we must say **he** *is round:* er iſt rund. Of a maiden (Mädchen) we say **it** *is clever:* es iſt geſchickt: but we may also say ſie iſt geſchickt. You must therefore never use *he* or *she* or *it* without looking carefully at the gender of the noun referred to.

In English we have these words declined:—

	Singular.			Plural.
	Masc.	Fem.	Neut.	All Genders.
Nom.	he	she	it	they
Gen.	his	her *or* hers	its	their *or* theirs
Acc.	him	her	it	them

Corresponding to these we have the German forms:—

	Singular.		Plural.
	Masc.	Fem.	Masc. and Fem.
Nom.	er	ſie	ſie
Gen.	ſeiner	ihrer	ihrer
Dat.	ihm	ihr	ihnen
Acc.	ihn	ſie	ſie

I saw him, but not her = Ich ſah ihn, aber nicht ſie.

I have this book from him = Ich habe dieſes Buch von ihm.

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We have sent her a present = Wir haben ihr ein Geſchenk geſandt.

You will observe that we have said nothing about *it*. The fact is that the English *it* can be put into German in three different ways according to what *it* refers to. If *it* refers to a table (Tiſch), it is masculine and is rendered er; if *it* refers to a street (Straße), it is feminine and is represented by ſie; if *it* refers to a book (Buch), it is neuter and is rendered by es. All these are nominative: if *it* is in the accusative, it is ihn (m.), or ſie (f.), or es (n.). In ordinary German the dative and genitive of es are practically never used. You will learn the use of these words much better from observing the following examples.

Where is my pen? I saw it in your room = Wo iſt meine Feder? Ich ſah ſie in Ihrem Zimmer.

He buys a cow and gives it to her = Er kauft eine Kuh und giebt ſie ihr.

She has brought my shoe: where is it? = Sie hat meinen Schuh gebracht: wo iſt er?

Where is the diamond? We have sent it to him = Wo iſt der Diamant? Wir haben ihn ihm geſandt.

It was my house, but the soldiers have burnt it = Es war mein Haus, aber die Soldaten haben es verbrannt.

ſtark...strong	der Wind...the wind
lang...long	das Buch...the book
gütig...kind	der Schuh...the shoe (no Umlaut in pl.)
alt...old	der Baum...a tree
jung...young	das Schloß...the castle
teuer...dear	der Flügel...the wing
billig...cheap	der Ritter...the knight
verloren...lost (Past Part.)	geſehen...seen (Past Part.)
nein...no	auf...on *or* upon
es iſt...there is	es war...there was
es ſind...there are	es waren...there were

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Exercise 10 (*a*).

1. Das Mädchen iſt nicht ſtark, aber es iſt ſehr gütig. 2. Haben Sie jenen Baum in dem Garten geſehen? Er iſt ſehr alt. 3. Er hat ein Schloß: haben Sie es geſehen? 4. Die Vögel haben ihre Flügel verloren. 5. Haben Sie Ihre Schuhe verloren? Sie ſind in meinem Zimmer. 6. Die Ritter haben ihre Freunde nicht auf den Feldern geſehen. 7. Es war ein König in unſerer Stadt. 8. Er hat ein Buch gekauft: es iſt ſehr teuer. 9. Es iſt ein Mädchen in dieſem Thale: es hat keinen Freund. 10. Der Wind in dieſen Ländern iſt nicht ſtark. 11. Hat er meine Roſe geſehen? 12. Nein, er hat ſie nicht geſehen. 13. Ich habe einen Hut gekauft. Hat ſie ihn geſehen? 14. Es waren fünf Ritter in dieſem Schloſſe, aber der König rettete ſie.

Exercise 10 (*b*).

1. I have seen the city: it is very old. 2. Which shoe have you lost? I have not lost it. 3. He has sent my letter, but you have burnt it. 4. Where did you see her? 5. The maiden is in the garden: have you seen her? 6. We have not saved him. 7. There was a tree in this valley, but we have burnt it. 8. This knight has not lost his friend. 9. Those birds have lost their wings. 10. There were buildings on that bridge, but it is old now, and they are burned. 11. He named the city Alexandria. 12. That Jew has bought a dog, but it was dear. 13. The maid-servants have brought the eggs: they are not cheap. 14. The journeys of the knights were long.

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LESSON XI.

Relative Pronouns.

Certain pronouns, called relative pronouns, both relate to nouns or pronouns previously mentioned in a sentence, and join clauses together. *The knight who sent it is dead.* Here *who* is a relative pronoun, referring back to knight, and at the same time joining the clause *the knight is dead* to the clause *who sent it.* Some people say that *who* here is equal to *and he.*

There are two ways of translating the relative pronouns into German :—

The older and more frequently used form of the German relative is nothing but the definite article with the genitive changed somewhat.

	Singular.					Plural.
	Masc.		Fem.	Neut.		All Genders.
Nom.	der	who	die	das	which *or* that	die
Gen.	deſſen	whose	deren	deſſen	of which	deren
Dat.	dem	to whom	der	dem	to which	denen
Acc.	den	whom	die	das	which *or* that	die

Note that the dative plural of the relative is denen, to show that it *is* plural. With the article, den is enough, for the noun shows whether it is singular or plural.

	Singular.					Plural.
	Masc.		Fem.	Neut.		All Genders.
Nom.	welcher	who	welche	welches	which	welche
Gen.	deſſen	whose	deren	deſſen	of which	deren
Dat.	welchem	to whom	welcher	welchem	to which	welchen
Acc.	welchen	whom	welche	welches	which	welche

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The resemblance of the above declension to the interrogative welcher is very plain. The genitive is the case that demands your attention.

The English meanings given above apply only to English nouns. If welches refers to a person it must be translated not *which*, but *who*. Das Mädchen, welches (or das) die Eier gekauft hat, ist jung = the maiden, *who* bought the eggs, is young.

Die Stadt, die (or welche) er gerettet hatte, war sehr alt = the town, *which* he had saved, was very old.

Er hat einen Teller gekauft, den (or welchen) er in der Stadt gesehen hatte = he has bought a plate, *which* he had seen in the city.

In all these examples you will observe the peculiar place of the verb in the clause to which the relative belongs. In all these clauses the personal verb is put *at the end*. Der Ritter, welchen Ihre Freunde gestern sahen, ist tot = the knight, whom your friends saw yesterday, is dead. Observe the punctuation in the examples given: every relative sentence is enclosed between two commas.

In English we could, if we liked, leave out the *whom*, and say only, *the knight, your friends saw yesterday, is dead*. But in German this is **never** allowed. The relative can never be omitted.

The genitive of the relative must always in German come *before* the noun to which it refers. We say in English, *the house of which the doors have fallen*. In German this must run, das Haus, dessen Thüren gefallen sind. In other words, we must always use in German *whose* instead of *of which*. *Whose* always comes before its noun in English, and takes away the need of the article: thus, *a coat, of which the sleeve was torn*, should be put into German in the form, *a coat, whose sleeve was torn*. Here the article *the* is got rid of altogether.

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The only difference between welcher and der is that der is preferred when the relative is used to refer to personal pronouns: he who loves = er der liebt.

We have already had some prepositions that govern the dative, now we must have some which govern the accusative. Here are half a dozen:—

durch...through	ohne...without
für...for	um...about
gegen...against	wider...against

Sometimes the preposition and the article are run together into one word. Thus: zu dem Hauſe becomes zum Hauſe, the article being represented only by the final m. So zu der Straße becomes zur Straße, the article being here represented by nothing but the final r. So in dem becomes im, in das becomes ins, and durch das becomes durchs.

die Straße...the street	zerbrochen...broken
der Weg...the way	der Leib...the body
der Arm...the arm	leicht...light, easy
jagen...to hunt	hier...here
jetzt...now	

Exercise 11 (*a*).

1. Es war ein Ritter in dem Schloſſe, welches Sie geſehen haben. 2. In dieſer Straße war das Haus, das die Soldaten verbrannt hatten. 3. Der Mann, deſſen Haus Sie gekauft haben, iſt jetzt in Berlin. 4. Dieſes Geſchenk iſt nicht für ihn, es iſt für ſeinen Bruder. 5. Hier iſt der Soldat, welcher in dem Thale jagte. 6. Wo iſt die Feder, welche Sie gekauft haben? 7. Er kaufte ein Haus, deſſen Mauern ſehr ſchlecht ſind. 8. Die Eier, welche ſie gebracht haben, ſind nicht gut. 9. Der Freund, welchen Sie ſuchen, iſt nicht hier. 10. Der Ritter, den er geſandt hat,

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ist gegen den König. 11. Wir retteten den Mann, welchen sie gewählt hatte. 12. Der König hat ohne Ihre Männer den Ritter gerettet. 13. Sie brachten den Leib des Mannes, welcher auf dem Felde gearbeitet hatte. 14. Der Weg ist nicht gut für Kinder.

Exercise 11 (*b*).

1. The house you bought is not for me. 2. Which way is good for the soldiers? 3. I have seen the man who is hunting in that valley. 4. The walls of the house we have bought are not very good. 5. She saved the man whom we had chosen. 6. The man whose house was burnt is in the city. 7. Here is the book you are seeking. 8. Are the eggs the children brought good? 9. The church you saw was burnt. 10. The child whose father you saw is in that room. 11. Have you the present I sent? 12. The fields you bought in that village are not very good. 13. The dress you sent is not for her. 14. The songs of this country are not against the king.

LESSON XII.

Declension of Adjectives.

Words which indicate qualities in connection with nouns and pronouns are called adjectives. We have already used several of them, such as gut, schlecht, böse, arm, jung. But if you care to look back over your exercises you will find that all the adjectives we have used have been used along with some part of the verb *to be*. We have never used an adjective *before* a noun. We have said often something like *the man is good:* we have never spoken of *the good man*.

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The first way (the man is good) is called the *predicative* use of the adjective; the second (the good man) is called the *attributive* use of the adjective. In English there is no difference in the form of the word *good:* it is exactly the same in both cases. In German there is a very important difference. In the predicative use the adjective does not change at all. If you look back at all the exercises and examples you will not find any change in any adjective.[1]

But in the attributive use the adjective must be declined so as to agree with its noun in both number and gender. We say, der Mann iſt gut; ein Mädchen iſt gut; die Stadt iſt gut; die Knaben ſind gut: using the same word gut in every case. But we must say, ein guter Mann; ein gutes Mädchen; die gute Stadt; die guten Knaben.

The changes that the attributive adjective undergoes are different according to whether an article is or is not used with it. There are three cases:—

1. When the adjective is used without any article. Here the terminations of the adjective are merely the terminations of the definite article as they are changed in the demonstratives like dieſer.

	Singular.			Plural.
	Masc.	Fem.	Neut.	All Genders.
Nom.	-er	-e	-es	-e
Gen.	-es (-en)	-er	-es (-en)	-er
Dat.	-em	-er	-em	-en
Acc.	-en	-e	-es	-e

The (-en) in the two genitives is put in to show that often for the sake of sound en is preferred to es. Guten

[1] We are not speaking here of demonstratives like dieſer, or possessives like mein.

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Brodes seems to sound better than gutes Brodes in the ears of a German.

2. When the adjective is used with the definite article. Here we have a very pretty form, which is easily remembered as a mental picture of five e's among a crowd of en's.

	Singular.			Plural.
	Masc.	Fem.	Neut.	All Genders.
Nom.	-e	-e	-e	-en
Gen.	-en	-en	-en	-en
Dat.	-en	-en	-en	-en
Acc.	-en	-e	-e	-en

The above form is also used after four words that we already know: dieſer, jener, jeder, welcher, and some new ones: mancher = many a, derſelbe (or der nämliche) = the same, and der andere = the other.

3. When the adjective is used with the indefinite article. This is not quite so regular as No. 2, but *all the* en's *remain unchanged.*

	Singular.			Plural.
	Masc.	Fem.	Neut.	All Genders.
Nom.	-er	-e	-es	-en
Gen.	-en	-en	-en	-en
Dat.	-en	-en	-en	-en
Acc.	-en	-e	-es	-en

The same form is used ~~along~~ with the words: mein, dein, ſein, kein, ihr, Ihr, euer, unſer.

bange...uneasy, dismayed
bereit...ready
breit...broad
geduldig...patient
gefährlich...dangerous
blind...blind
groß...great
hungrig...hungry
ſchmutzig...dirty
ſchrecklich...terrible
ſteil...steep
klein...little
dumm...stupid
immer...always
klug...wise, clever

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Exercise 12 (*a*).

1. Blinde Kinder ſind bange. 2. Die hungrigen Männer ſind nicht geduldig. 3. Ein hungriger Mann iſt gefährlich. 4. Die breiten Straßen jener Stadt ſind ſehr ſchmutzig. 5. Ein dummer Lehrer hat ein dummes Kind. 6. Mein geduldiger Freund war nicht böſe. 7. Das ſchreckliche Wort iſt ein großes Geheimnis. 8. Jene breiten Felder ſind nicht für uns. 9. Die ſteilen Mauern jener Stadt waren ſehr gefährlich. 10. Geduldige, alte Männer ſind nicht dumm. 11. Schmutzige Kinder ſind nicht immer ſchlecht. 12. In den großen Thälern dieſes Landes waren kleine Dörfer. 13. Ihr guter Freund iſt nicht bange. 14. Jeder große Soldat iſt immer bereit.

Exercise 12 (*b*).

1. Good children are always patient. 2. A patient man is not always stupid. 3. The hungry men were in the broad field. 4. That little city has a great wall. 5. The patient blind man is in the street. 6. The steep walls of the little village are dangerous. 7. There were stupid men in that great city. 8. His hungry soldiers were always terrible. 9. There were dirty children in your broad streets. 10. That little city is very dirty. 11. This little child is always hungry. 12. The great soldier was not dismayed. 13. Those bad men have stupid and dirty children. 14. The stupid man has a clever son.

LESSON XIII.

Order of Words.—Some Pronouns.

If a clause in German begins with an adverb, or an adverbial phrase, the verb and the subject in that clause

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change places. *Yesterday he was ill* becomes geſtern war er krank.

Certain adverbial conjunctions have the power to cause the same change—*inversion* it is usually called—in the clauses they introduce. Some of the most common of these are:—

alſo...so, therefore	jetzt *or* nun...now
auch...also, too	kaum...scarcely
dann, da...then	ſo...so
doch...yet, however	vielmehr...rather

Now he was poor = nun war er arm.

Yet she killed her friend = doch tötete ſie ihren Freund.

We are not to think this a remarkable thing in German. In English we cannot say *Scarcely he was dead;* the order must be as in German: Kaum war er tot.

In German, however, this system of changed order is carried further. For all conjunctions which introduce dependent clauses have the peculiar effect of throwing the personal verb in the dependent clause to the very end of that clause.[1]

Some of the commonest of such conjunctions are:—

als...when	obgleich...although
da...as *or* since	weil...because
daß...that	wenn...if
ob...whether	wie...as *or* how

Er weiß, daß die Kinder böſe waren = he knows that the children were wicked.

Die Mutter war krank, weil ihr Sohn ſie ſehr ſchlecht behandelte = the mother was ill because her son treated her very badly.

Ich glaubte, daß Ihr Vater geduldig war = I believed that your father was patient.

[1] This is treated more fully on p. 75.

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We must now learn the remaining personal pronouns:—

1st Personal Pronoun ich.

	Singular.		Plural.	
Nom.	ich	I	wir	we
Gen.	meiner	of me	unſer	of us
Dat.	mir	to me	uns	to us
Acc.	mich	me	uns	us

2nd Personal Pronoun du.

Nom.	du	thou	Sie	you	(ihr)
Gen.	deiner	of thee	Ihrer	of you	(euer)
Dat.	dir	to thee	Ihnen	to you	(euch)
Acc.	dich	thee	Sie	you	(euch)[1]

He has told (to) me = er hat mir geſagt.

He saw us = er ſah uns.

They saw you = ſie ſahen Sie.

She gives (to) us a book = ſie giebt uns ein Buch.

We have killed thee = wir haben dich getötet.

Nobody saw me, but everybody saw you = niemand ſah mich, aber jedermann ſah Sie.

Somebody treated thee badly = jemand behandelte dich ſchlecht.

geſtern...yesterday	im Sommer...in summer
heute...to-day	abends...in the evening
morgen...to-morrow, the next day	morgens...in the morning
noch...still *or* yet	vorn...in front
nachher...afterwards	wieder...again
einmal...once	bald...soon
niemand...nobody	jedermann...everybody
jemand...somebody	etwas...something, anything

Note.—Niemand and jemand have genitive in -es or -s, jedermann in -s only; in the other cases all these may be left unchanged, though the first two *may* have -en in the accusative and dative.

[1] The forms in brackets are the real plural of du.

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Exercise 13 (*a*).

1. Nun ist sein Vater tot. 2. Abends war das Kind hier, weil sein Vater es gesandt hatte. 3. Er war nicht arm, vielmehr war er hungrig. 4. Vorn war der Ritter, welcher den König getötet hatte. 5. Morgens ist der Wind stark. 6. Der junge Ritter dachte, daß die Fahrt sehr gefährlich war. 7. Jetzt sind gute Schuhe sehr teuer. 8. Glauben Sie, daß der gute alte Ritter im Schlosse ist? 9. Da haben die Vögel ihre Flügel verloren. 10. Der König war böse, obgleich der Ritter das Schloß gerettet hatte. 11. Bald sah er die Soldaten, welche die Stadt verbrannt hatten. 12. Die Straßen sind schmutzig, wenn der Wind stark ist. 13. Als ich meinen guten alten Freund sah, war ich wieder stark. 14. Morgens war er im Schloße, wie er gesagt hatte. 15. Niemand glaubt es, obgleich jedermann etwas gesehen hat. 16. Jemandes Hut ist jetzt verloren.

Exercise 13 (*b*).

1. He is poor, yet he is kind. 2. At present the knights are not here. 3. In summer the wind is not strong. 4. Afterwards the old city was burnt. 5. Scarcely had I seen the book. 6. Your friend soon burnt the book which you sent. 7. Therefore my poor old father was not in the house. 8. Once I saw the king in an old city with steep walls. 9. When I saw the soldiers they were not dismayed, although the passage was dangerous. 10. He was working as he had said. 11. To-day I have seen the stupid man who has burnt his house. 12. In summer that bird lost a wing. 13. He answered badly because he was angry. 14. He was always kind when he was poor. 15. I have seen nobody. 16. Everybody believes something.

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LESSON XIV.

Strong Verbs.

Taking the three parts of the verb—the Infinitive, the Imperfect, and the Past Participle—we find that most of the verbs with which we have dealt up till now have had the form lieben, liebte, geliebt; ſpielen, ſpielte, geſpielt. This is what is known as the *Weak* Conjugation, or the *New* Conjugation. The best way to learn the difference between the New and the Old Conjugation is to examine the following list of verbs, and see how they differ from the verbs we have been dealing with:—

Some Verbs of the Strong or Old Conjugation.

Infinitive.	Imperfect.	Past Participle.	Meaning.
klimmen	klomm	geklommen	to climb
ſchlagen	ſchlug	geſchlagen	to strike
geben	gab	gegeben	to give
heißen	hieß	geheißen	to be called
nehmen	nahm	genommen	to take
reiten	ritt	geritten	to ride
laufen	lief	gelaufen	to run
kommen	kam	gekommen	to come
ſingen	ſang	geſungen	to sing
eſſen	aß	gegeſſen	to eat
ſtehen	ſtand	geſtanden	to stand
ſtoßen	ſtieß	geſtoßen	to thrust
brechen	brach	gebrochen	to break
beginnen	begann	begonnen	to begin
ſprechen	ſprach	geſprochen	to speak
treiben	trieb	getrieben	to drive

Read over the above list five or six times, so as to impress the general run of the sound upon the ear.

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On careful examination, you will note several points in which all those verbs agree with each other, and differ from the lieben, liebte, geliebt conjugation.

1. The Past Participles *all end in* -en: not in t.

2. The Imperfect has *no ending at all:* instead of ending in te.

3. The *vowel of the Imperfect is always different* from the vowel of the Infinitive.

You will note that some of the verbs have three different vowel sounds, others have only two. When there are only two sounds, sometimes it is the Infinitive which is the same as the Imperfect and Past Participle.

Exercise 14 (*b*).

As a test at this stage, arrange the above sixteen verbs in three classes: (1) Those having three different vowel sounds; (2) those in which the Infinitive and Past Participle have the same vowel; and (3) those in which the Imperfect and the Past Participle have the same vowel. [See Part II., p. 142.]

Observe now the full conjugation of the Imperfect, and note now it differs from the liebte type:—

IMPERFECT OF CERTAIN STRONG OR OLD VERBS.

1. ich	ſchlug	aß	gab	brach	kam
2. du	ſchlugſt	aßeſt	gabſt	brachſt	kamſt
3. er	ſchlug	aß	gab	brach	kam
1. wir	ſchlugen	aßen	gaben	brachen	kamen
2. Sie	ſchlugen	aßen	gaben	brachen	kamen
3. ſie	ſchlugen	aßen	gaben	brachen	kamen

Clearly the most striking difference is the total absence of any termination in both first and third person singular. You cannot help noting how exceedingly regular the con-

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jugation is. Given the first person singular you cannot fail to complete the whole.

With the Present tense of Old or Strong verbs this regularity is not present. The plural of the Present tense is all right: it is, indeed, simply the Infinitive with the usual pronouns placed before it. Even in the singular the first person always has the same vowel as the Infinitive. It is the second and third persons singular that give trouble by sometimes changing their vowel sounds. You will understand this better by examining carefully the following:—

PRESENT OF CERTAIN STRONG OR OLD VERBS.

1. ich	ſchlage	laufe	eſſe	gebe	breche	komme
2. du	ſchlägſt	läufſt	iſſeſt	giebſt	brichſt	kommſt
3. er	ſchlägt	läuft	ißt	giebt	bricht	kommt
1. wir	ſchlagen	laufen	eſſen	geben	brechen	kommen
2. Sie	ſchlagen	laufen	eſſen	geben	brechen	kommen
3. ſie	ſchlagen	laufen	eſſen	geben	brechen	kommen

The change of vowel in the 2nd and 3rd person does not always take place, as we find from kommen. Where it does take place it affects the vowels a and e: (1) a is changed into ä, and au into äu; (2) long e (as in geben) is changed into ie; (3) short e (as in eſſen and brechen) is changed into i.

Keeping in view all that has been said, write out, as above, the Present and the Imperfect of the following five verbs:—

bitten	bat	gebeten	to beg *or* ask
befehlen	befahl	befohlen	to command
ſterben	ſtarb	geſtorben	to die
ſinnen	ſann	geſonnen	to think
fahren	fuhr	gefahren	to drive

[See Part II., p. 142.]

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Exercise 14 (*a*).

1. Er ſchlägt mich. 2. Der Mann ſpricht, aber die Männer hatten geſprochen. 3. Die Soldaten ſtanden auf der Straße. 4. Ich nehme das Buch nicht: er nimmt es. 5. Sein Sohn hieß Jakob. 6. Der Hund läuft. 7. Die Dame ſingt in ihrem Zimmer. 8. Er treibt ſeine Feinde in die Stadt.[1] 9. Nun kommt der König in mein Zimmer. 10. Der Student ſpricht. 11. Der Knabe heißt Karl. 12. Was hat er zerbrochen[2]? 13. Er zerbrach den Teller nicht. 14. Der König ſtarb und die Königin ſtirbt. 15. Die Soldaten liefen. 16. Was haben Sie gegeſſen? 17. Wir haben die Äpfel gegeſſen. 18. Er begann das Ei zu eſſen. 19. Der Ritter reitet in die Stadt.[1] 20. Die Feinde nahmen das Schwert des Königs.

LESSON XV.

First Translation.

You are now ready to face a bit of real German, not made for you, but written by a German for Germans. It is necessary for beginners to have a very easy bit of German to start with; yet we do not want the matter of the passage to be childish. Now it fortunately happened that the great historian of Rome, Barthold Georg Niebuhr, in the early part of the nineteenth century, wrote for the benefit of his young son the stories of some of the old Greek heroes. The book is called Griechiſche Heroen-geſchichten, which may be rendered, *Greek Hero-Tales*

[1] Note the accusative after in. See Lesson XVI.

[2] zerbrechen is conjugated like brechen: it means *to break in pieces, to smash.*

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or *Tales of the Greek Heroes*. We shall take up one of the tales only—the Story of the Golden Fleece.

All the words that you require are to be found in the Vocabulary at the end of Part II. Now it would at first sight seem that, given a German passage and a German dictionary, the translation must follow as a matter of course. But this is by no means the case. While every word is really in the dictionary, every word is not easily found there. In the first line of the following passage there are two words which you now know, but which are not in the dictionary—at any rate where you expect to find them in the dictionary. If you look up under W you will not find war, and if you look up under H you will not find hieß. From what you have learned already you know that war is the Imperfect of ſein, to be; and hieß the Imperfect of heißen, to be called. But if you had not known this before, how could you have discovered the real meaning of those words?

The fact of the matter is, that if you could read German merely by the help of a dictionary, all you would require would be a German book and a German dictionary, and this book of ours would be of no use. The sooner you begin reading German the better, but all the exercises you have done up till now have been preparing you to start fair, and not lose time unnecessarily turning up words in a dictionary only to find that they are not there. If you look up a dictionary for ihn, deſſen, bin, ihrer, geliebt, das, Männer, ſchlug, you will not find one of them, and yet you know now what they mean, through the practice you have had in the foregoing exercises.

It is true that most words are to be found in the dictionary in such a way that we can make sense out of them *if we have learnt how words are changed* in German. If we find a word Menſchen, and look it up in the dictionary,

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we find no word Menſchen, but we find the word Menſch, meaning *a man*. Accordingly we conclude that Menſch is a Held noun, and treat it accordingly.

As a matter of fact, nouns give almost no trouble in this way, and regular verbs give almost as little. It is the irregular verb that gives rise to most worry. Accordingly the Vocabulary has been drawn up without any irregular verbs. The purpose of this omission is to drive you to the List of Irregular Verbs. The more time you spend among those verbs the more rapidly you will overcome the difficulty of reading German. If, then, you cannot find a given word in the Vocabulary, turn to the Irregular Verbs under the letter with which the unknown word begins, and you are certain to find it. Do not confine yourself to the Infinitives: the word may be among the Imperfects or Participles.

But while the simple irregular verbs are excluded from the Vocabulary, those that are compounded of irregular verbs and certain prefixes—like er=, ver=, ent=, be=, an=—are placed in it. In the first passage of the Golden Fleece we find the word verſtieß. Looking up the Vocabulary we find no verſtieß. The word verſtoßen is the nearest approach to it. We guess, then, that ſtoßen is a simple irregular verb, and look up our List. There we find ſtoßen, ſtieß, geſtoßen, *to push* or *thrust*. We are now sure that verſtieß is the Imperfect of verſtoßen, which the Vocabulary tells us means *to put away*.

Hin= and her= are two little prefixes that are very frequently used in combination with other words: her= always implies *towards* or coming *to* the person or thing we are interested in; hin= always implies *away from*.

Wo kommſt du her? = whence dost thou come? Wo gehſt du hin? = whither dost thou go? Sie ſteigen hinauf = they mount up, *i.e.*, we are speaking from the point of view

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of those who are below. But if we look over the bannister and call upon some one to come up, we should say, Steigen Sie herauf. These prefixes are continually turning up in actual reading. You will save yourself a good deal of trouble if you fix their meaning in your mind now.

Exercise 15 (*a*).

Die Fahrt der Argonauten.

Es war ein König in Griechenland, der Athamas hieß und seine Frau hieß Nephela: sie hatten zwei Kinder, einen Sohn und eine Tochter; diese waren sehr gut und hatten sich sehr lieb. Der Sohn hieß Phrixus und die Tochter Helle. Der Vater aber war böse, und verstieß seine Frau, die Mutter der guten Kinder, und heiratete eine andere Frau, die Ino hieß und sehr böse war. Sie behandelte die armen Kinder sehr schlecht, und gab ihnen schlecht zu essen und schlechte Kleider, und schlug sie, obgleich sie gut waren, weil sie nach ihrer Mutter weinten. Sie war eine sehr böse Stiefmutter. Zuletzt wollte sie den Knaben Phrixus opfern.

From this time onwards we shall give no vocabulary at the head of the lesson. Any word you do not know you will find in the Vocabulary at the end of Part II. In the English-German Exercises most of the necessary words are either old friends or are to be found in the preceding German-English Exercise.

Exercise 15 (*b*).

1. In Germany (there) was a very wicked stepmother. 2. But her son, who was called Charles (Karl), struck her. 3. The son was good, although the father was wicked. 4. The children wept for the good mother. 5. Wicked children, where are you? 6. Therefore she gave them the

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bad clothes. 7. Yet the poor children liked each other very much. 8. Four old green trees were in the garden. 9. Scarcely had the daughter wept. 10. Another king married his clever daughter. 11. The two wicked children treated her badly and struck her. 12. Now wicked mothers weep. 13. At last the king and his wife were dead. 14. A poor old man had five clever children who loved him.

LESSON XVI.

Prepositions and Werden.

We have had some prepositions that govern the dative and some that govern the accusative. But now we must have some that sometimes govern the dative and sometimes the accusative. There are nine of them :—

an...at (with dat.)	in...in *or* at (with dat.)	vor...before
an...to (with acc.)	in...into (with acc.)	unter...under *or* among
auf...on, upon	neben...beside, near	zwiſchen...between
hinter...behind	über...over *or* across	

The meaning tells us when to use the accusative, when the dative. If there is any *motion towards* anything implied, then the accusative is used; if no such motion is implied, the dative. Er iſt auf dem Berge = he is on the mountain. Er läuft auf dem Berge = he runs on the mountain. Er läuft auf den Berg = he runs to the mountain. Er ging in das Haus = he went into the house. Er war in dem Hauſe = he was in the house. Sie ſaß auf dem Stuhl = she sat on the chair. Sie ſprang auf den Stuhl = she sprang upon the chair.

To keep matters clear we had better repeat the more common prepositions that govern only the dative :—

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aus...out		
bei...by *or* at		
gegenüber...opposite		
mit...with		
nach...after		
	sammt, nebst	along with
	seit...since	
	von...of	
	zu...to	

Those that govern the accusative only:—

durch...though	ohne...without
für...for	um...about
gegen...against	wider...against

There is still a third class: those that govern the *genitive*:—

anstatt *or* statt...instead of	kraft...in virtue of
halben *or* halber...for the sake of	trotz...in spite of
diesseit (s)...on this side of	um . . . willen...on account of
jenseit (s)...on that side of	während...during

Observe that all except während have the English equivalent ending in *of*. This is a good way of remembering which case these prepositions govern. Note that halber and halben always follow the noun or pronoun they govern, while um . . . willen keep the noun between them: um Gottes willen = on account of God, that is, for God's sake.

Just as we contract *do not* into *don't*, so the Germans are fond of contracting their prepositions and their articles into one word. Thus:—

an dem	becomes	am	bei dem	becomes	beim
an das	„	ans	von dem	„	vom
auf das	„	aufs	vor das	„	vors
in dem	„	im	zu dem	„	zum
in das	„	ins	zu der	„	zur

There is a very useful little verb called werden, which means to *become* or to *get*, in the sense of *getting* angry or *getting* grey. The Present Indicative goes quite easily:—

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PRESENT OF werden.

Singular.	Plural.
1. ich werde	wir werden
2. du wirſt	Sie werden / ihr werdet
3. er wird	ſie werden

The great use of this verb is to form the Future of all other verbs. To make the Future all we have to do is to add the Infinitive of the verb we want to the proper part of werden. I shall buy = ich werde kaufen. You will speak = Sie werden ſprechen. The boy will learn = der Knabe wird lernen. The horse will run = das Pferd wird laufen.

If we want to have what is called the *Future Perfect*—*i.e.*, to express something that will be completely done at some future time—we have to use haben ~~abong~~ with the Past Participle of the required verb. I shall have bought = ich werde gekauft haben. You will have spoken = Sie werden geſprochen haben. The boy will have learnt = der Knabe wird gelernt haben.

Exercise 16 (*a*).

For practice at this stage write out *in full* (pronouns and all) all the following tenses of the verb weinen = to weep: Present, Imperfect, Perfect, Pluperfect, Future and Future Perfect. When you have written out these tenses you will find a correct version on p. 146 for comparison.

Als er aber zum Altar gebracht war, brachte der Gott Hermes einen ſchönen, großen Widder; dieſer hatte Wolle von Gold und konnte auf den Wolken laufen. Auf dieſen Widder mit dem goldnen Vließ ſetzte Hermes Phrixus und auch ſeine Schweſter Helle, und ſagte ihnen, ſie ſollten nach dem Lande Kolchis durch die Luft gehen.

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Der Widder aber wußte den Weg. Die Kinder mußten sich mit einer Hand am Horn festhalten, und den andern Arm schlugen sie eines um des andern Leib: aber Helle ließ den Bruder los und fiel herunter in die See. Phrixus weinte sehr, weil seine gute Schwester tot war, ritt aber immer fort und kam nach Kolchis. Da opferte er den Widder, und das goldene Vließ nagelte er an einen Eichbaum.

Exercise 16 (*b*).

1. But the soldiers will know the way. 2. He will set his son upon the horse. 3. She told the king that she should go to the country, England (England). 4. I shall see that house. 5. We had to hold the man fast with our hands. 6. Her good old mother is dead. 7. His father told him he should nail the book to an oak tree. 8. Why did the boy weep sore? Because his beautiful sister was dead. 9. Where shall I go?[1] To France. 10. Before the house the girl was weeping because her brother had lost the good old horse. 11. Who[2] fell down into the sea? It was Helle, but her brother rode straight on. 12. Where did Phrixus sacrifice the ram, and what[3] did he nail to the oak tree? 13. Who was brought to the altar, and why did the king not sacrifice him? 14. He will hold himself fast to the ram's horn.

[1] Since this indicates direction away from where the speaker now is, we must use not merely gehen but hingehen.

[2] Who? = wer? Whatever the number or gender in the nominative, wer? remains unchanged.

[3] was.

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LESSON XVII.

Passive Voice.

The Imperfect of werden is very easy:—

Imperfect of werden.

Singular.	Plural.
1. ich wurde	wir wurden
2. du wurdeſt	Sie wurden / ihr wurdet
3. er wurde	ſie wurden

We can use werden along with the Past Participle as well as along with the Infinitive, but then it has quite a different meaning.

Ich werde lieben = I shall love.

Ich werde geliebt = I am loved.

Werden and the Infinitive make the Future tense; werden and the Past Participle make what is called the Passive voice. The Passive indicates that the subject of the verb does not act, but is rather acted upon. It indicates how the subject is affected by the action of others upon it.

The four commonest tenses of the Passive are: the Present, *I am loved;* the Imperfect, *I was loved;* the Perfect, *I have been loved;* and the Pluperfect, *I had been loved.*

Present, ich werde geliebt; Imperfect, ich wurde geliebt.

To make the two Perfect tenses we require the Past Participle of werden. This Past Participle is geworden.

Note that this Past Participle has no ge before it when it is used to form the Passive of another verb.

Ich bin geworden means "I have become".

Ich war geworden means "I had become".

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So if we put in the Past Participle of lieben we get

Ich bin geliebt worden, meaning "I have become loved," or, more simply, "I have been loved".

Ich war geliebt worden means "I had become loved" or "I had been loved".

Sometimes the Past Participle is used like an adjective, and when this is done there is apt to be some confusion with the Passive. If we find a soldier lying dead with a bullet hole in his head we may say: Er iſt getötet = he is killed. Here there is no action, therefore no Passive voice. Er wird getötet is the Passive form, and implies that he is being killed: that the killing is going on. When you are in doubt whether a Participle is to be used as a Passive or not, ask yourself whether you can put the action into the progressive form. Beſtrafen = to punish. *I am punished.* Is the punishing going on? Yes; then ich werde beſtraft: No; then ich bin beſtraft. The following examples will help to make this point clear.

I shall punish = ich werde beſtrafen.

The soldiers are being rescued = die Soldaten werden gerettet.

The soldiers were rescued (*i.e.*, were in the state of now being safe) = die Soldaten waren gerettet.

They had been rescued = ſie waren gerettet worden.

I have been punished = ich bin beſtraft worden.

She is asked = ſie wird gefragt.

When *by* is used ~~along~~ with the Passive it is always rendered von. Der Knabe wird von ſeinem Vater beſtraft = the boy is punished by his father.

Exercise 17 (*a*).

Before attempting the following translation, try to write out *in full* the four tenses of the Passive voice of lieben,

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i.e., Present, Imperfect, Perfect and Pluperfect. You will find these tenses on p. 148.

Nachher war in Theſſalien ein anderer König, der Pelias hieß. Dieſer hatte einen Bruder, der Äſon hieß, und dieſer einen Sohn, der Jaſon hieß. Jaſon war jung und ein tapfrer Ritter: er wohnte bei ſeinem Vater außer der Stadt. Nun war dem Könige Pelias geſagt worden, ein Mann, der mit einem Schuhe zu ihm käme, würde ihm das Königreich nehmen. Da geſchah es, daß der König Pelias ein Gaſtmahl gab und Jaſon dazu einladen ließ. Jaſon mußte durch einen Bach gehen, um zur Stadt zu kommen, denn es war keine Brücke über den Bach. Es war die Nacht ein ſtarkes Gewitter geweſen und hatte ſehr ſtark geregnet; der Bach war voll Waſſer und floß ſtark. Da gingen die Bänder an ſeinem einen Schuhe los, und er verlor ihn im Waſſer und kam mit einem Schuhe in des Königs Haus. Als König Pelias das ſah, erſchrak er, und ſagte zu Jaſon, er ſolle aus dem Lande gehen und nicht wieder zurückkommen, wenn er ihm nicht das goldne Vließ brächte.

Exercise 17 (*b*).

1. The brave young knight was dead outside[1] the city. 2. The king saw a man who had lost a shoe in the water. 3. I shall not lose my shoes in the brook. 4. The king is very angry because the young man has lost a shoe. 5. The soldier will not come back again, because he lost the golden book. 6. It had rained much during the night. 7. When the king saw the one shoe he was afraid, and told the boy he must go to America. 8. One shoe was lost, but Charles had the other. 9. The shoes had been lost because he had to go through a brook. 10. The knight[2] had been told that the king was giving a feast.

[1] außerhalb.

[2] *The knight* must be put in the dative: *to the knight it had been said*, etc.

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11. It happened that my son had to go through a brook in order to go to Berlin. 12. The prince had been rescued by the king and his men. 13. The king's son had been loved by his beautiful sister. 14. I shall not take the kingdom from you[1] because you are loved by my sister.

LESSON XVIII.

Auxiliaries of Mood.

There are six very important little verbs that now claim attention. They are generally used along with the Infinitives of other verbs, and so are called Auxiliaries. Since they tell us something about the mode or manner in which an action is to be done, they are often called the Auxiliaries of *mood*. You have already come across three of them in your reading.

	Infinitive.	Imperfect.	Past Part.	Pres. Ind.
to dare *or* to be permitted	dürfen	durfte	gedurft	ich darf
to be able	können	konnte	gekonnt	ich kann
to be permitted to like	mögen	mochte	gemocht	ich mag
to be obliged to	müssen	mußte	gemußt	ich muß
to owe to, to be to	sollen	sollte	gesollt	ich soll
to be willing, to wish	wollen	wollte	gewollt	ich will

There is little difficulty in dealing with these verbs, as they are good-natured enough to be very regular. The Present Indicative of each is given below. You will observe that the plural is always the same as the Infinitive: —

[1] *From you* is translated by dative of Sie.

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1.	ich	darf, I may	kann, I can	mag, I may
2.	du	darfſt	kannſt	magſt
3.	er	darf	kann	mag
1.	wir	dürfen	können	mögen
2.	Sie	dürfen	können	mögen
	ihr	dürft	könnt	mögt
3.	ſie	dürfen	können	mögen
1.	ich	muß, I must	ſoll, I shall *or* I am to	will, I will
2.	du	mußt	ſollſt	willſt
3.	er	muß	ſoll	will
1.	wir	müſſen	ſollen	wollen
2.	Sie	müſſen	ſollen	wollen
	ihr	müßt	ſollt	wollt *or* wollet
3.	ſie	müſſen	ſollen	wollen

For the other tenses these verbs are treated exactly like ordinary verbs. Thus the Perfect of müſſen is ich habe gemußt = I have musted, *i.e.*, I have been obliged to. But when these verbs are used with the Infinitive of another verb they take the form of the Infinitive instead of the Past Participle in the Perfect tenses. Thus "I have been obliged to wait" runs ich habe warten müſſen.

When we order or command we are said to use the Imperative mood. Tanzen is *to dance*, tanze is the order *dance!* if given to one person, tanzet if to more than one person. These two forms are used only in addressing near relations, intimate friends and children.

The ordinary form of the imperative, both in speaking to one person and to several persons, is tanzen Sie.

Singular (familiar).		Plural (familiar).	Singular & Plural (ordinary or polite form).
ſuche	seek	ſuchet	ſuchen Sie
lege	lay *or* place	leget	legen Sie
arbeite	work	arbeitet	arbeiten Sie
antworte	answer	antwortet	antworten Sie

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Geben Sie mir ein Buch = give me a book.
Senden Sie ihr den Vogel = send her the bird.

Exercise 18 (*a*).

Jason war nicht bange, und ließ alle tapferen Ritter bitten, mit ihm zu gehen. Denn um das Vließ zu bekommen, mußte man mit bösen Tieren und bösen Menschen kämpfen.

Jason baute ein großes Schiff für sich und seine Gesellen. Dabei half ihm die Göttin Minerva, die ihn lieb hatte, und schenkte ihm einen Baum zum Mast: wenn Jason den fragte, so sagte der ihm, was er thun sollte.

Das Schiff hieß Argo, und die auf dem Schiff gingen, nennt man die Argonauten. Unter den Argonauten war auch Hercules und auch zwei Brüder, die[1] hatten Flügel und konnten durch die Luft fliegen, und ein Held, der[1] hieß Pollux der[1] schlug alle zu Boden, die[2] mit ihm auf die Faust kämpften.

Da kamen sie mit dem Schiff nach einem Lande, dessen König Amykus hieß, und wenn Fremde nach seinem Lande kamen, so mußten sie mit ihm kämpfen, und er war sehr stark und schlug alle tot. Pollux aber schlug ihn zu Boden und schlug ihn tot, denn er war sehr böse.

Exercise 18 (*b*).

1. In order to win this land one must fight with brave knights. ×2. I will walk about on the ship among the Argonauts. 3. May I ask your brother what I should do? 4. Fly through the air and ask Minerva to present him with a tree (put: *to present to him a tree*). ×5. Strangers

[1] Der, die, das are frequently used as demonstratives to point out words, just as dieser is used. When this is the case, of course, the verb is not thrown to the end as when der, die, das are relatives. In translating into English it is as well to render the demonstratives as relatives.

[2] die is here a relative.

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may not dwell in the land where the good ship is. 6. The heroes who were in the ship could fight with their fists. 7. The wicked king should not strike strangers to the ground. 8. People call Jason and his friends the Argonauts. 9. You might see the goddess whom people call Minerva. 10. Those strangers came to our land, but they cannot fly through the air. 11. Where were the two heroes who could fly through the air? 12. Jason loved his friends, and presented them (with) the ship which is called the *Argo*. 13. Seek the men who struck the king dead and kill them. 14. Jason, whose friends were called the Argonauts, had to fight with savage beasts.

LESSON XIX.

Separable and Inseparable Verbs.

In English we have the word *upset*. This is composed of two separate words, *up* and *set*. But we cannot separate these words without changing the meaning of the whole. *Set up* means something very different from *upset*.

Now in German we have two kinds of verbs made up of a verb and another word. To the first class belong what are called separable verbs, because the two parts can be separated; the others are called inseparable, because the two parts must always be kept together.

If you turn back to Exercise 16 (*a*) you will find an example of a separable verb, loslaſſen. The sentence runs: Helle ließ den Bruder los. If the verb had been inseparable it would have run: losließ den Bruder.

The peculiarities of separable verbs are these:—

1. In the Present and Imperfect Indicative and in the

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Imperative the separable little word is taken away from the front of the verb and put at the end of the sentence. Thus, zurückkommen means to come back; so we have the sentence, da kamen Zetus und Kalais zurück. In the same way, kommen Sie zurück means *come back*.

2. In the Past Participle and in the Infinitive the ge- and zu- are put between the two parts of separable verbs, losgelassen and zurückzukommen. Er wünschte zurückzukommen = he wished to come back.

3. In pronouncing the word more stress is laid upon the separable part, thus: zurück'kommen, los'lassen.

Here are some separable verbs to practise on:—

ankommen...to arrive	wegschleppen...to drag away
aufstehen...to get up	wegnehmen...to take away
ausgehen...to go out	abreisen...to set out
fortfahren...to go on	zumachen...to shut

It is to be noted that separable verbs do not separate their prefix unless in *independent* sentences. I come back soon = ich komme bald zurück. But for "if I come back soon" we write, wenn ich bald zurückkomme.

The very fact that certain verbs are called *separable* leads us to expect that certain other verbs are called *inseparable*. Those inseparable verbs are made up of two parts just like the separable, but the prefixes are never separated from the rest of the verb. The prefixes that cannot be separated from the rest of the verb are: be-, emp-, ent-, er-, ge-, hinter-, miß-, ver-, voll-, wider-, zer-.

behalten...to keep	hinterlassen...to leave
empfangen...to receive	mißfallen...to displease
entscheiden...to decide	vergessen...to forget
erschrecken...to be frightened (vor...at)	vollbringen...to accomplish
	widerstehen...to resist
gebrauchen...to use, to employ	zerbrechen...to break

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Besides the quality which gives them their name—that of retaining the prefixes joined to the verb in all cases—these inseparable verbs have the following three characteristics:—

1. They do not admit of the prefix ge= in the Past Participle. We say ich habe vergeſſen (not gevergeſſen).

2. The zu of the Infinitive is put before the prefix: as zu mißhandeln.

3. The accent is placed not on the prefix but on the root part of the verb.

There are four prefixes—durch=, über=, unter= and um=—that give a good deal of trouble, because they are sometimes separable and sometimes inseparable.

The test is: Does the preposition have its usual meaning along with the verb? If it has, the compound is a separable verb; if it has not, the compound is an inseparable verb. Umgehen may mean "to go about," "to lounge about," "to go round". In these cases um= has clearly retained its ordinary meaning, so it is separable. I go about with my neighbour = ich gehe mit meinem Nachbar um, *i.e.*, I associate with him. But umgehen also means to elude, to avoid. Here um= has not its literal meaning: it is used figuratively, so the verb is inseparable. I avoid it = ich umgehe es.

In actual speech the separable forms accent the durch=, über=, unter= and um=, the inseparables accent the root of the verb. Thus: ü'berſetzen = to set over; überſe'tzen = to translate.

The inseparables form one class of verbs that do not have ge= in the Past Participle. There is another, and rather an important class. If any new verb comes into English we at once make it into a regular verb by adding *-ed* for both Past and Past Participle: *Telegraph, telegraphed, telegraphed.* The Germans just as naturally make the verb end in =ieren and we have telegraphieren,

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telegraphierte, telegraphiert; so with *telephone:* telephonieren, telephonierte, telephoniert. Most new German verbs, especially those derived from the classical languages and from the French, end in -ieren; and all German verbs ending in -ieren have no ge- in the Past Participle, and have the ordinary -te in the Past: Studieren, ſtudierte, ſtudiert = to study; marſchieren, marſchierte, marſchiert = to march. The reason for the omission of the ge is that in these verbs, and in inseparable verbs, the first syllable is not accented.

Exercise 19 (*a*).

Darnach kamen die Argonauten mit ihrem Schiff Argo nach einer Stadt Salmydeſſa, dort wohnte ein König mit Namen Phineus. Dieſer hatte Jupiter böſe gemacht, und Jupiter, um ihn zu ſtrafen, machte ihn blind, und wenn er ſich zu Tiſche ſetzen wollte, um zu eſſen, ſo kamen abſcheuliche große Vögel, die man Harpyen nannte. Dieſe Harpyen hatten eine Haut von Eiſen wie ein Panzer, und wenn die Leute des blinden Phineus nach ihnen ſchoſſen oder hieben, ſo konnten ſie ſie nicht verwunden: die Harpyen hatten auch große, ſcharfe, eiſerne Krallen, womit ſie die Leute zerriſſen, die ſie wegjagen wollten. Wenn nun das Eſſen aufgetragen war, ſo[1] kamen ſie und ſchleppten es weg, und wenn ſie nicht alles wegtragen konnten, ſo beſchmutzten ſie die Schüſſeln und den Tiſch, daß es ganz abſcheulich ſtank. Da nun der arme Phineus niemals ordentlich eſſen konnte, ſo verhungerte er beinahe. Als die Helden zu ihm kamen, erzählte er ihnen ſein Unglück, und weinte ſehr, und bat ſie, ihm doch zu helfen. Die Helden ſetzten ſich mit ihm zu Tiſch, und als das Eſſen hereingebracht wurde, ſo[1] kamen auch die Harpyen hereingeflogen.

[1] This ſo depends on the wenn or the als. *When* a certain thing happens *then* a certain other thing follows. The word introducing this consequence in German is ſo. It may frequently be left out in the English version.

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Jason und seine Gefährten zogen die Schwerter und hieben nach ihnen, das half aber nichts. Die beiden Söhne des Boreas, Zetus und Kalais, welche Flügel hatten, schwangen sich in die Luft, da wurden die Harpyen bange und flogen weg, und die beiden Helden flogen hinter ihnen her: die Harpyen wurden zuletzt müde und ganz angst, und fielen in die See und ertranken. Da kamen Zetus und Kalais zurück, und nun hatte der arme Phineus Ruhe und konnte essen.

Exercise 19 (*b*).

1. The Englishmen set out for America in the little ship. 2. The ships were dragged away by the soldiers who arrived at the city. 3. The two men who had swords got up and closed the door. 4. Get up and go on. 5. The birds will not take away the food. 6. When the king got up the soldiers did not go out. 7. Why did the prince's companions sit down at table with the king? 8. Because they wished to see the birds and chase them away. 9. Who fell into the sea and was drowned? 10. And now the wicked men had no peace and could not eat. 11. Why did the king almost starve? Because his people could not drive away the fierce birds. 12. Tell them your misfortune, but do not weep. 13. The savage beasts have arrived with their big, sharp, iron claws. 14. I drew my sword, and went out in order to kill the savage beasts.

LESSON XX.

Order of Words.

It is now worth while revising all that has been said about the order of words in German. You have now had experience of the order actually used, and so will be

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ready to appreciate general rules in a way you could not before.

Then shrieked the timid and stood still the brave. Here we have two independent clauses joined by *and*. Each could stand alone and make complete sense—then *the timid shrieked* is one statement, and *the brave stood still* is another. Such clauses are called principal or independent clauses.

The timid shrieked because the ship was sinking. Here *the timid shrieked* can stand alone as before and lead to no question. But we cannot read the clause *because the ship was sinking* without knowing that something important has been left out. The second clause in fact depends upon the first and is called a dependent or subordinate clause. In the following sentences the principal clause is printed in ordinary type, the subordinate or dependent clause in italics. He said *that he was poor.* The boys *who came this morning* have returned. Go *where he sends you.*

Examining these clauses we find that the words *that he was poor* tell us something. If we ask what he said the answer is *that he was poor.* This clause therefore stands for a thing and in fact does the duty of a noun, and is called a *noun clause.* *Who came this morning* tells us something about the boys, distinguishes these boys from other boys—in fact it does the work of an adjective, and is called an *adjective clause.* *Where he sends you* in like manner does the work of an adverb, and is called an *adverbial clause.*

Taking up the principal clause first, we find that, with two important exceptions, the order of words in German is the same as in English *if the sentence begins with the subject.* The two exceptions are :—

1. The Past Participle and the Infinitive are always placed at the end of the clause, and if there be both a

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Past Participle and an Infinitive, the Infinitive goes to the end and the Past Participle takes the place second from the end. Ich werde geliebt werden = I shall be loved.

2. The second exception is of the utmost importance to us, because we are very liable to make mistakes by carrying our English custom into German. In English we often put an adverb between the subject and the predicate—in fact the very words we have just used illustrate this: we *often* put, etc. Now, this is never done in German. *We often put*, etc., must read wir ſetzen oft, etc. No word connected with the predicate can ever come between the subject and the personal verb. There are a few conjunctions which may be placed between the subject and the personal verb; the most usual of these are:—

aber...but	nämlich...namely	jedoch...yet, still, however
alſo...so, thus	indeſſen...whilst, however	

as: Der König aber ſchlug ihn tot = but the king struck him dead.

You must be continually on your guard against putting in *adverbs* between the subject and its verb.

If for any reason the subject does not begin the clause, a peculiar change called *inversion* takes place, by which the subject is put *after* its personal verb. In English we might say, The soldier fortunately was present. This must be translated either (1) Der Soldat war glücklicherweiſe zugegen, or (2) Glücklicherweiſe war der Soldat zugegen.

There are a few little words so insignificant that they may come before the subject without causing inversion. These are:—

aber...but	entweder...either	und...and
denn...for	oder...or	

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So far we have been dealing with the principal clause ; in the case of the subordinate clause the essential point is that the personal verb is placed at the very end.

Er ſagte, daß er arm war = he said that he was poor.

Die Knaben, welche dieſen Morgen kamen, ſind zurückgekehrt = the boys who came this morning have returned.

Gehen Sie, wohin er Sie ſchickt = go where he sends you.

It is worth noting that daß is sometimes omitted in introducing a subordinate clause, and in that case the verb in the subordinate clause is *not* put at the end : Er ſagt, ſein Vater iſt krank = he says his father is ill.

In all sorts of clauses the following general principles are true :—

1. Certain verbs govern two cases, one of which is the accusative, and the other may be either the genitive or the dative. The general rule of order in such cases is that the dative comes before the accusative, the genitive after.

Ich habe ihm das Buch gegeben = I have given him the book.

Er hat mich meines Geldes beraubt = he has robbed me of my money.

Sie werden den König eines Unrechts anklagen = they will accuse the king of an injustice.

Schicken Sie dem Wirte die Briefe = send the landlord the letters.

2. A personal pronoun, which is the object (whether direct or indirect) of the verb, generally comes before any noun or adverb in the clause.

Er hat ihnen endlich die Briefe geſchickt = he has at last sent them the letters.

3. If there are several adverbs, they are usually arranged in the following order : (1) adverbs of time, (2) adverbs of place, (3) adverbs of manner.

Er hat es zuletzt gut gethan = he has done it well at last.

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Wir haben morgens im Hauſe ſchwer gearbeitet = we worked hard (in the house) at home in the morning.

Exercise 20 (*a*).

1. Zwei Bücher hatte er dieſen Winter geleſen. 2. So ging der Sommer 1819 hin. 3. Aber vielleicht war dein Vater krank. 4. Der Knabe aber dachte an ſeine Mutter. 5. Die Sonne war untergegangen, und die Kinder waren zu Bette gegangen, ehe der Vater ſeine Frau ſah. 6. Der Soldat indeſſen konnte nicht ſchlafen. 7. Doch ich will nicht antworten. 8. Wenn ich fertig bin, ſo will ich ihm ſagen, daß er herkommen kann. 9. Mein Vater, der von Paris kommt, muß es noch beſſer wiſſen als Sie. 10. Warum ſagte er noch (*or*, noch immer), daß ich recht gethan habe? 11. Hier war der Diener, dem ich Geld gegeben hatte. 12. Wir werden die Kleider abends in der Stadt kaufen. 13. Klagen Sie den böſen Ritter der Grauſamkeit an. 14. Mein Onkel hat mir ein Buch geſchenkt.

Exercise 20 (*b*).

1. He told his father all. 2. In winter he is always in the house. 3. Who came this morning? 4. Yesterday I saw the boys who came this morning. 5. The soldiers will give their swords to the king. 6. But the king was working, and his men were sleeping. 7. So the king was angry because they slept. 8. When the enemy had arrived the town was burnt. 9. We often read in the evening. 10. At last we know the truth. 11. Jason has robbed his enemy of the golden fleece. 12. He nevertheless was able to present his friend with a ship. 13. The sun will set before the brave knight will see his ship. 14. We were working patiently in school all morning.

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Exercise 20 (*aa*).

Als der Wind günstig war, gingen die Helden wieder auf ihr Schiff Argo, um nach Kolchis zu segeln, und als sie von Phineus Abschied nahmen, umarmte er sie und küßte sie, und dankte ihnen noch vielmals, daß sie ihm aus seiner großen Not geholfen hatten, und zum Dank gab er ihnen einen guten Rat.

Auf der großen See, über die sie segeln mußten, schwammen zwei große Felsen, wie die Eisberge in der See schwimmen, wo gar kein Sommer ist, sondern immer Winter. Die Felsen waren hoch, und wenn sie aneinander stießen, so schlugen sie alles in Stücke, was dazwischen war; wenn Fische im Wasser schwammen, so schlugen sie sie tot: und wenn Vögel durch die Luft flogen, wenn die Felsen zusammenschlugen, so schlugen sie sie tot; und wenn ein Schiff durchsegeln wollte, so fuhren sie aneinander, wenn das Schiff in der Mitte war, und schlugen es in kleine Stücke und alle Menschen, die darauf waren, tot. Die Felsen hatte Jupiter in die See gesetzt, damit kein Schiff nach Kolchis kommen sollte. Nun wußte aber Phineus, daß die Felsen immer weit auseinander fuhren, wenn sie zusammengeschlagen hatten, und sie fuhren immer zusammen, wenn ein Fisch durchschwimmen, oder ein Vogel durchfliegen, oder ein Schiff durchfahren wollte.

Deswegen gab er den Argonauten einen klugen Rat, und sie thaten, was er ihnen riet, und kamen glücklich hindurch, und ich will dir erzählen, wie sie es machten.

Exercise 20 (*bb*).

1. Keep the book which my friend gave to him by way of thanks. 2. The prince was frightened at the beasts, because he had displeased the king. 3. The god (Göttin means a god*dess:* infer the German for *god*) used the rocks to break the ships that came between (them). 4. On

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account of this the young knight decided to forget what the king had said to him. 5. The Frenchman had to leave his ship, because he could not sail through between the rocks. 6. "Keep your ship," said the king, "I shall myself sail through." 7. The king's ship could not resist when the rocks struck together. 8. He has not forgotten what his father told him when he set out for Ireland. 9. I cannot employ the ship to sail between the rocks in that cold sea, where there is never any summer. 10. Your son did not know that the rocks had to go wide apart from one another, so he decided not to go. 11. The king will place rocks in the sea, so that ships may not reach London. 12. The Scotsman said that he would seek to accomplish it. 13. Translate this book or you will displease the king. 14. Go through the city and thank them many times for helping me out of my great distress.

LESSON XXI.

Reflexive Verbs.

Reflexive verbs are those which throw the action of the subject back upon itself. *I wash myself:* here the action is done *by* me and *to* me. So in the sentence, die Taube ſetzte ſich = the dove settled itself *or* placed itself, we have the dove doing something to itself.

Such cases are easily understood; but in German it is very common to use reflexive verbs where we use ordinary verbs. Thus in English we say simply, "I reflect" or "I consider"; in German they say, "I reflect myself," ich beſinne mich. This is not so extraordinary as one would think, for we *can* very often put in a "myself" in English, though we *need not* do it. Thus even ich beſinne mich

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may be translated *I bethink myself*. Ich irre mich = I am wrong, *or* I am mistaken; here we *might* put the meaning into clumsy English by saying, "I deceive myself". Other common reflexive verbs are:—

ſich befinden = I find myself, *or* I am (referring to health or condition). Wie befinden Sie ſich? = how do you do?

ſich betragen...to behave
ſich entſchließen...to resolve
ſich bemühen...to endeavour
ſich erkälten...to catch cold
ſich rühmen...to boast
ſich beklagen...to complain of
ſich erinnern...to remember (Gen. *or* an with acc.)
ſich freuen...to enjoy
ſich beeilen...to make haste
ſich gedulden...to have patience

The pronouns before and after reflexive verbs must agree with one another, since they refer to the same person or thing.

PRESENT INDICATIVE.

1.	ich	irre mich	I am mistaken
2.	du	irrſt dich	thou art mistaken
3.	er	irrt ſich	he is mistaken
1.	wir	irren uns	we are mistaken
2.	Sie	irren ſich	you are mistaken
	ihr	irrt euch	
3.	ſie	irren ſich	they are mistaken

IMPERFECT INDICATIVE.

1.	ich	irrte mich	I was mistaken
2.	du	irrteſt dich	thou wast mistaken
3.	er	irrte ſich	he was mistaken
1.	wir	irrten uns	we were mistaken
2.	Sie	irrten ſich	you were mistaken
	ihr	irrtet euch	
3.	ſie	irrten ſich	they were mistaken

PERFECT INDICATIVE.

ich habe mich geirrt	I was mistaken
du haſt dich geirrt, etc.	thou wast mistaken

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FUTURE.

ich werde mich irren	I shall be mistaken
du wirſt dich irren, etc.	thou shalt be mistaken, etc.

The Imperative would be irren Sie ſich, only we can hardly give the order, *be mistaken.* However, gedulden Sie ſich may be used for *have patience.*

We have seen that the six auxiliaries of mood take the form of the Infinitive instead of the Past Participle in compound tenses, when this Past Participle should come immediately before an Infinitive. The same thing is true of certain other verbs: ſehen, hören, laſſen, heißen. (Heißen means *to order* as well as *to be called.*)

Er hat ihn ſpielen laſſen = he let him play.

Wir haben Sie kommen ſehen = we saw you coming.

Ich habe ſie ſingen hören = I have heard her sing.

Er hat mich warten heißen = he has ordered me to wait.

Der Vater hat ſeinen Sohn reiſen laſſen = the father has let his son travel.

The verb laſſen is of special importance. It may be used as an auxiliary, in which case it does not take zu with the following Infinitive. It means *to let, allow* or *suffer.* But it also means *to leave alone,* and has further a very useful meaning, *to cause to have done.* Ich will Ihnen die Bücher ſchicken laſſen = I will cause the books to be sent to you. Note that the Passive Infinitive *to be sent* is rendered by the Active Infinitive in German. Compare these two sentences: Ich laſſe ihn einen Rock machen = I cause him to make a coat; Ich laſſe ihm einen Rock machen = I cause a coat to be made for him.

Exercise 21 (*a*).

1. Sie irren ſich mein Herr, ich habe es nicht. 2. Laſſen Sie ihn ſprechen. 3. Heute will ich mich freuen. 4. Es läßt

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ſich nicht thun. 5. Wir ließen uns neue Kleider machen. 6. Ich habe mir erzählen laſſen, daß Sie ſich erkältet haben. 7. Er hat den Mann gehen heißen. 8. Bemühen Sie ſich ihr zu helfen. 9. Er ließ ſich von ihnen ſchlagen. 10. Die Mädchen haben ſchreiben lernen. 11. Ich werde mich gedulden, es zu hören. 12. Er beklagte ſich über die Eſelei ſeines Sohnes. 13. Es iſt zu beklagen, daß er ſich ſo ſchlecht beträgt. 14. Der König entſchloß ſich, die Häuſer nicht bauen zu laſſen.

Exercise 21 (*aa*).

Als ſie ankamen, wo die Felſen ſchwammen, da lagen ſie weit von einander, und fingen gleich an, ſich näher zu kommen. Die Argonauten ſegelten grade auf die Mitte zu, und als ſie dicht vor ihnen waren, ſtand einer von den Helden vorn auf dem Schiff, und hielt eine Taube in der Hand, und ließ ſie fliegen: wenn nun etwas Lebendiges zwiſchen die Felſen kam, ſo mußten ſie zuſammenſchlagen, und dann fuhren ſie wieder weit auseinander. Die Taube war geſchwind, und die Göttin Minerva half ihr, weil es eine ſehr gute Taube war; ſie war ganz weiß. Als die Felſen zuſammenſchlugen, war nur noch ihr Schwanz dazwiſchen, und der wurde ihr ausgeriſſen, aber die Federn wuchſen bald wieder. Da fuhren nun die Felſen wieder ganz weit auseinander, und nun ruderten alle Helden aus allen Kräften und kamen glücklich durch: als die Felſen wieder zuſammenfuhren, ſchlugen ſie nur ein kleines Stück hinten vom Schiff ab. Die Taube ſetzte ſich wieder auf das Schiff und war nicht böſe auf die Argonauten, und hernach nahm Minerva ſie und ſetzte ſie an den Himmel, und da iſt ſie jetzt ein ſchönes Sternbild.

Exercise 21 (*b*).

1. The American boasts that he will arrive where the dove lost her pretty tail. 2. The rocks were mistaken when they made haste to kill the heroes. 3. Heroes

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must have patience if they wish to place themselves again on their ships. 4. How is the king this morning? 5. The enemies have resolved to sail straight to the middle. 6. Do you remember the dove (genit.) that is now the beautiful constellation? 7. You must run quickly or you will catch cold. 8. The Germans arrived, so we made haste. 9. After this they did not strike the rocks again. 10. The heroes complained about (über with acc.) the rocks which struck together. 11. We must row with all our might because we wish to make haste. 12. One of the soldiers behaved himself very bravely. 13. The dove endeavoured to fly quickly between the rocks. 14. I greatly enjoyed (über with acc.) the book that you presented me with (which you presented to me).

LESSON XXII.

VERBS WITH SEIN.—SUBJUNCTIVE FORMS.

Up till now we have always used the verb haben to make the Perfect or Pluperfect of a verb, as in ich habe es gethan = I have done it. But there are a good many verbs that require the verb sein instead of the verb haben. In English we can say either *I am come* or *I have come*, but in German it *must* be ich bin gekommen.

Lists are sometimes given of verbs that take sein and those that take haben, but these are very tiresome to learn, and it is better if we can hit upon any way of discovering *from the meaning* whether a verb should have haben or sein. It may be accepted as a rule that *all* verbs having a direct object must use haben. Of other verbs, the sein class may be detected by applying the following test: Is the action of the verb followed by a corresponding state? If it is,

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then use sein; if it is not, use haben. The question may be best put—If I have done so-and-so, am I so-and-so?

For example: If I have come, am I come? The answer is clearly *yes;* so we use sein. If I have died, am I dead? Again *yes;* so we use sein. Er ist gestorben = he has died. If I have fought, am I fought? The answer is *no;* so we write er hat gekämpft. If I have drunk, it does not follow that I am drunk; so we write sie haben getrunken = they have drunk.

Some of the commonest verbs of the sein class are:—

bleiben...to remain	reisen...to travel
eilen...to hasten	gelingen...to succeed
fliegen...to fly	klimmen...to climb
fließen...to flow	steigen...to mount
sein...to be	werden...to become.
sinken...to sink	wachsen...to grow
rennen...to run	wandern...to wander

The words underlined in the following Exercise 22 (*a*) are all verbs in what is called the Subjunctive. If you examine them all, you will find that every one ends in -e. This is a favourite ending in the Subjunctive. As a matter of fact the Subjunctive is much more regularly conjugated than the Indicative. The following examples will make the Subjunctive forms clear. The four verbs chosen are: haben, müssen, werden and sein:—

PRESENT SUBJUNCTIVE.

1. ich	habe	müsse	werde	sei
2. du	habest	müssest	werdest	seiest
3. er	habe	müsse	werde	sei
1. wir	haben	müssen	werden	seien
2. Sie	haben	müssen	werden	seien
2. ihr	habet	müsset	werdet	seiet
3. sie	haben	müssen	werden	seien

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IMPERFECT SUBJUNCTIVE.

1. ich	hätte	müßte	würde	wäre
2. du	hätteſt	müßteſt	würdeſt	wäreſt
3. er	hätte	müßte	würde	wäre
1. wir	hätten	müßten	würden	wären
2. Sie	hätten	müßten	würden	wären
2. ihr	hättet	müßtet	würdet	wäret
3. ſie	hätten	müßten	würden	wären

Looking over the above forms the great regularity of the endings is at once apparent. Sein is the only verb that is a little irregular in its endings, and that only in the first and third singular of the Present. The Imperfect is absolutely regular; so much so, indeed, that in the *weak verb* the Imperfect Indicative and the Imperfect Subjunctive are absolutely the same. The modification of the vowel in the Imperfect Subjunctive is characteristic of *strong verbs*.

Exercise 22 (*a*).

Als die Argonauten glücklich durch die Symplegaden gekommen waren, liefen ſie endlich in den Fluß Phaſis ein, der durch Kolchis fließt. Einige blieben auf dem Schiffe, Jaſon aber und Pollux und viele andre Helden gingen in die Stadt, wo der König wohnte. Der König hieß Äetes, und hatte eine Tochter, die Medea hieß. Jaſon ſagte dem König Äetes, daß Pelias ſie geſchickt habe, um das goldne Vließ zu bringen, und bat ihn, daß er es ihm geben wollte. Äetes wollte das Vließ nicht verlieren, und konnte es auch Jaſon nicht abſchlagen, denn es war beſtimmt, daß er es hergeben müſſe, wenn einer aus Griechenland käme und es verlangte. Er ſagte alſo Jaſon, er ſolle es haben, aber er müſſe zuvor die ehernen Stiere vor einen Pflug ſpannen und ein großes Stück Feld umpflügen, und dann die Zähne des Drachen ſäen.

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Die ehernen Stiere hatte Vulcan gemacht, sie gingen und bewegten sich, und lebten wie wirkliche Stiere, aber sie bliesen Feuer aus der Nase und dem Maule, und waren noch viel böser und stärker als wirkliche Stiere. Deswegen hatten sie einen Stall, von großen Steinen und Eisen gebaut, und waren darin mit starken eisernen Ketten angebunden.

Und wenn die Drachenzähne unter die Erde kamen, wie Korn unter die Erde kommt, wenn es gesäet wird, so wuchsen eiserne Männer aus der Erde heraus, mit Lanzen und Schwertern, die den, der sie gesäet hatte, umbrachten. Also wollte der König, daß die Stiere Jason töten sollten und wenn die Stiere ihn nicht töteten, so dachte er, daß es die eisernen Männer thun würden.

Exercise 22 (*b*).

Write out in full the Present and Imperfect Subjunctive of lieben, kommen, sollen and wollen.

1. Some of the heroes had remained on the ship, but many other heroes had gone into the city. 2. We have hastened to sink the ship, but now the master has come. 3. The king did not refuse (it) Charles when he demanded the swords. 4. I shall tell him he must first kill the iron men who have grown out of the ground. 5. He had run to yoke the brazen bulls in order to plough a large field. 6. He has ploughed quickly, but he has perished. 7. He has come hither to fight much fiercer and stronger men. 8. The man was bound with a strong iron chain. 9. A soldier from France sailed into the river and demanded the fleece. 10. The god will make brazen bulls in order to kill the men who have arrived. 11. My lance and my sword are broken. 12. Fire came from the nose and mouth of the brazen bull. 13. He has run so fast because he wanted to help his friends. 14. He had remained in his room the whole morning in order to study.

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LESSON XXIII.

Use of Subjunctive.

Now that we know the form of the Subjunctive mood, it is worth our while to turn back to Exercise 22 (*a*) to try to find out how this mood is used. Of the three sentences containing the Subjunctive, the first and the third contain the verb ſagte: in the first it is Jaſon who speaks, in the third it is Äetes. In neither case do we get the actual words used. When Jaſon opened his lips before Äetes the actual words that came out were something like this: Pelias hat mich geſchickt, um das goldne Vließ zu bringen. This is called the *direct* narration; the way it is put in Exercise 22 (*a*) is called the *indirect* or *oblique* narration. The direct form of the third sentence would run something like this: Er ſagte alſo: Jaſon Sie ſollen es haben, aber Sie müſſen zuvor die ehernen Stiere, etc. At Sie ſollen begin the very words that Äetes used.

Here then we find one very important use of the Subjunctive. It takes its place in reported speech, in the oblique narration. Direct speech: He said, "I am tired"; indirect speech: He said that he was tired. The German for the first is: Er ſagte, ich bin müde; for the second: Er ſagte, daß er müde ſei, or er ſagte er ſei müde. Notice that in English we must put the second verb into the Past, because ſagte is Past: he said he *was* tired. But in German we may say ſei, or wäre. So in Exercise 22 (*a*) we have daß Pelias ſie geſchickt habe, but it might have been hätte. The explanation is that the Germans use in the indirect narration the present or the imperfect tense for an action that is going on, and the perfect or the pluperfect for an action or state that is past. The following sentences will show how the rule works:—

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(*a*) 1. He says (said) he has no time = Er ſagt(e), er habe (or hätte) keine Zeit.

2. They say (said) they have no time = Sie ſag(t)en, ſie hätten keine Zeit.

The present subjunctive is preferable, but the imperfect subjunctive must be used when the present subjunctive (as in sentence 2) has the same form as the present indicative.

(*b*) 3. He said he had then no time = Er ſagte, er habe (or hätte) damals keine Zeit gehabt.

4. They said they had then no time = Sie ſagten, ſie hätten damals keine Zeit gehabt.

The perfect subjunctive is preferable, but the pluperfect is to be used when the perfect subjunctive (as in sentence 4) would not differ from the perfect indicative.

It is to be observed that these distinctions are frequently neglected in everyday language.

The second great use of the Subjunctive is illustrated in the second example in Exercise 22 (*a*)—er es hergeben müſſe, wenn einer aus Griechenland käme. Here a certain thing is to happen if a certain other thing happens, it being left quite in doubt whether this second thing will happen. This hypothetical or conditional way of stating things is usually made in the Imperfect Subjunctive. The wenn is not always necessary. Wären die Kinder gut, ſo wäre ich zufrieden = if the children were good I would be satisfied.

Certain conjunctions are said to govern the Subjunctive, but in all cases the meaning must be taken into account. For example: Ob = whether, is usually said to govern the Subjunctive; but this is true only in the case of an indirect question. Ich frage ihn, ob er krank ſei = I ask him if he is ill; but we have the Indicative in a sentence like —I don't know whether he has come = ich weiß nicht, ob er gekommen iſt.

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Als wenn, als wie, als ob all mean *as if*, and take the Subjunctive. If they mean *as when*, they take the Indicative, as at Exercise 25 (*aa*), where we have, Als wenn der Vesuvius speit. If you turn back to Exercise 20 (*aa*) you will find the sentence; Damit kein Schiff nach Kolchis kommen sollte. Here sollte is Subjunctive (though its form does not show it), because damit is another of the conjunctions that take the Subjunctive.

The general idea underlying the Subjunctive is that of doubtfulness, or at any rate of what may be called conditionality. Thus, even in reported speech, the Subjunctive indicates the condition that the speaker does not guarantee what is said—he only says what was said to him. This being so, we are prepared to find that certain verbs are fond of having the Subjunctive after them. Verbs dealing with emotions and desires, such as hoping, fearing, commanding, wishing and advising, are usually followed by daß, with the Subjunctive: Ich hoffe, daß sie glücklicher sein möge als ich.

There is a third use of the Subjunctive, called the Imperative use. This is usually translated into English by *let*. Let him go = gehe er; let us sing = singen wir. This use is confined to the first person plural and to the third person singular. It is also used in exclamatory wishes: Es lebe Prinz Eugen! = long live Prince Eugene!

The Imperfect Subjunctive of the verb werden is würde, and when würde is used with the Infinitive it makes up what is called the *Present Conditional*:—

ich würde lieben — I should love
du würdest lieben, etc. — thou shouldst love, etc.

If würde is used with the Past Participle and haben we have the *Past Conditional*:—

ich würde geliebt haben — I should have loved
wir würden geliebt haben, etc. — we should have loved, etc.

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The use of this form can be readily gathered from the English meanings attached. The Conditional, in fact, is largely used as an alternative for the Subjunctive, the Present Conditional corresponding to the Past Subjunctive and the Past Conditional to the Pluperfect Subjunctive.

Exercise 23 (*a*).

1. Du ſagteſt mir, alle meine Freunde ſeien mir treu. 2. Wenn ich das Leben ſchon habe, wie kann ich es erwarten? 3. Sie ſprechen, als wenn ſie Königinnen wären. 4. Er hatte geſagt, daß er müde geweſen ſei als er ins Haus kam. 5. Denn, wenn er es thäte, könnte es kein Menſch glauben. 6. Er mag noch ſo ſchwer arbeiten, er kann es nicht thun. 7. Wenn Ihre Philoſophie keine Antwort darauf hat, können Sie von einer Thörin eine erwarten? 8. Hätte der Onkel gewußt, daß ſein Neffe arm iſt, ſo würde er ihm geholfen haben. 9. Erlauben Sie, daß der junge Mann hier bleibe. 10. Ich glaube, daß er ein echter Berliner iſt. 11. Sie glauben, daß er komme, aber ich weiß, daß er kommt. 12. Thue man ſeine Pflicht, ſo kann man nicht mehr. 13. England erwartet, daß jedermann ſeine Pflicht thun wird. 14. Sie ſprachen, als ob ſie nicht wüßten, was ſie ſagten.

Notes.—9. This sentence would be more naturally expressed without the Subjunctive: Erlauben Sie dem jungen Manne hier zu bleiben. 10. The belief here amounts to a conviction, hence the Indicative. 12. This is very stilted German; the natural rendering would be: Man kann nicht mehr als ſeine Pflicht thun.

Exercise 23 (*b*).

1. I do not know if he is here. 2. If I had the money I would be happy. 3. He spoke as if he were a king. 4. Do you think that my friend remains here? 5. You think he is good; I know he is bad. 6. The general said that

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he was tired. 7. She sent the letter so that her friend might know. 8. You should read that book. 9. He said that his friend had sent him to see the king. 10. Give him his money if he *is* a fool. 11. We hope that you like our house. 12. Thanks [Dank (sing.)] to the general the city was saved. 13. Were you the king himself, you could not do it. 14. You should work hard so as to help your friends (dat.).

LESSON XXIV.

Government of Verbs.

In Exercise 18 (*a*) we find the words ſchenkte ihm einen Baum. Here we have the verb ſchenken governing two cases, a dative, ihm, and an accusative, Baum. There are several verbs of this kind in German governing an accusative of the thing and a dative of the person. Such are:—

ſagen...to tell	verdanken...to owe (*i.e.*, to have to thank for)
ſchicken...to send	verzeihen...to pardon
geben...to give	vorleſen...to read to
leihen...to lend	widmen...to devote
nehmen...to take	
zeigen...to show	

The above are readily understood, and are easily used. But there is a sufficiently large class of verbs which govern the dative in German for no very obvious reason. Most of them allow us to supply *to*, or *for*, or *from*, if we like, in the English equivalents. We may say that Er befahl mir = he ordered (to) me. Even with Er gefällt ihnen we may render it "he pleases (to) them".

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beiſtehen...to assist
danken...to thank
dienen...to serve
entgehen } to run away
entlaufen } (from)
erlauben...to allow
raten...to advise
ſcheinen...to seem
nützen...to be of use
helfen...to help
glauben...to believe
verbieten...to forbid

Certain verbs may take the *genitive* after them.

bedürfen...to be in want of
gedenken...to think of
ſchonen...to be sparing of
harren...to wait in hope of
lachen } to make fun of
ſpotten }

Note that all these verbs can have an *of* at the end of the English equivalent. This may be taken as a way of remembering that they govern the genitive. The same is true of the prepositions (see p. 61) which govern the genitive.

It may be pointed out here that certain verbs are usually followed by the nominative. These are:—

bleiben...to remain
heißen...to be called
ſcheinen...to appear
ſein...to be
werden...to become

Exercise 24 (*a*).

1. Erlauben Sie mir dieſes Buch zu leſen. 2. Die Soldaten dienen dem König treu. 3. Er bleibt ein Narr. 4. Die guten Söhne halfen ihrem alten Vater. 5. Die Lehrer verbieten den Knaben hier zu ſpielen. 6. Dies ſcheint ein ſehr ſchönes Haus. 7. Er nahm dem Schüler die Äpfel, welche der Lehrer gekauft hatte. 8. Nun kann ich Ihnen nicht glauben. 9. Er ſteht mir immer bei. 10. Es ſcheint mir, daß er ſehr krank iſt. 11. Der Held bedarf eines Schwerts, um ſeine Feinde zu töten. 12. Der Alte riet dem Jüngling, dem guten Herrn zu danken; der Jüngling aber ſpottete des Rates. 13. Meine

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Mutter las mir die ganze Geſchichte vor. 14. Die langen Lanzen nützten den jungen Rittern ſehr. 15. Der Knabe iſt Kellner geworden. 16. Die Königin würde ihrem Diener ſeinen Fehler verzeihen. 17. Zeigen Sie dieſer Dame die Straße, wo der alte Lehrer wohnte. 18. Der alte arme Profeſſor verdankte ihnen nichts. 19. Er hat den Kindern etwas gutes gegeben. 20. Wo wohnt der Alte, welcher mir ein Buch geliehen hat?

Exercise 24 (*aa*).

Die Tochter des Königs, Medea, ſah Jaſon bei ihrem Vater und gewann ihn lieb, und es that ihr leid, daß Jaſon umkommen ſollte. Sie konnte Zaubersäfte kochen, und ſetzte ſich auf einen Wagen, der mit fliegenden Schlangen beſpannt war, und ſo flog ſie durch die Luft, und ſammelte Kräuter auf vielen Bergen und in Thälern, an den Ufern von Bächen, und aus allen dieſen Kräutern drückte ſie den Saft aus und bereitete ihn, und dann ging ſie zu Jaſon, ohne daß ihr Vater es wußte, und brachte ihm den Saft, und ſagte ihm, daß er damit ſein Geſicht und ſeine Hände und Arme und Beine reiben ſollte, und auch ſeine Rüſtung, ſeinen Schild, ſein Schwert und ſeine Lanze. Dadurch wurde er einen ganzen Tag lang noch viel ſtärker als alle die andern Heroen, und das Feuer verbrannte ihn nicht, und Eiſen verwundete ihn nicht und hieb nicht durch ſeinen Schild und ſeine Rüſtung; ſein Schwert aber und ſeine Lanze hieb und ſtach durch Eiſen, als ob es Butter wäre.

Exercise 24 (*b*).

1. The king has forgiven his daughter her fault. 2. He gives his money to his friends. 3. She will gather herbs in order to help her friend. 4. The juices were of use to the heroes. 5. His friend (f.) showed him the flying snakes. 6. She told them this secret. 7. Your aunt lent him a book. 8. Her father has advised her. 9. The

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heroes had not run away from the serpents. 10. Permit me to help you. 11. My nephew thanked the king's daughter. 12. The heroes served the king with their lances. 13. The Englishman has assisted (stood by) his friends. 14. Through this he could serve the other heroes.

LESSON XXV.

Comparison.

When we compare two things in English we are said to use the *Comparative* degree of the adjective. I am stronger than you: here *stronger* is the Comparative, and is clearly formed by merely adding *-er* to the ordinary form of the adjective. In German we do exactly the same. Stark means *strong*, and we have already used ſtärker for *stronger*. Ich bin ſtärker als Sie = I am stronger than you. In addition to adding -er, however, the Germans (in the case of monosyllables) generally modify the vowel if it happens to be a, o, or u.

When more than two things are compared, we use what is called the *Superlative* degree of the adjective. This is indicated in English by the ending *-est*, as in *strongest;* the German ending is practically the same as in English; it is -ſt. Thus: *strongest* would be ſtärkſt, but since the Superlative is always used with the article or some demonstrative word it never in practice ends baldly in -ſt, but must have the usual termination of an adjective used attributively.

Der ſtärkſte Mann = the strongest man.

Mein ſtärkſter Freund = my strongest friend.

Dieſer Mann iſt am ſtärkſten = this man is strongest.

When an adjective ends in d, t, ß, ß, ſch or z, there is an

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e put in before the ſt, making it exactly like English: hart = hard; härteſt = hardest.

The ordinary form of the adjective is called the Positive; so we have the following table drawn up under three heads:—

	Positive.	Comparative.	Superlative.
poor	arm	ärmer	(der or die or das) ärmſte
old	alt	älter	„ „ älteſte
broad	breit	breiter	„ „ breiteſte
stupid	dumm	dümmer	„ „ dümmſte
noble	edel	**edler**	„ „ edelſte
early	früh	früher	„ „ frühſte (früheſte)
bright	hell	heller	„ „ hellſte
young	jung	jünger	„ „ jüngſte
wise	klug	klüger	„ „ klügſte
short	kurz	kürzer	„ „ kürzeſte
long	lang	länger	„ „ längſte
bad	ſchlecht	ſchlechter	„ „ ſchlechteſte
brave	tapfer	tapf(e)rer	„ „ tapferſte

You will note that adjectives ending in -el, -en, -er leave out the e in the Comparative. The -er and the -en adjectives *may* keep the e, but the -el ones usually drop it. The best plan is to drop it always in all three cases, and thus save confusion.

In German, as in all languages, some of the commonest adjectives are quite irregular. The following list should be got up thoroughly:—

	Positive.	Comparative.	Superlative.
good	gut	beſſer	(der or die or das) beſte
great	groß	größer	„ „ größte
high	hoch	höher	„ „ höchſte
near	nahe	näher	„ „ nächſte

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We have seen already that adjectives are frequently used as adverbs; and now we have to call attention to a peculiar adverbial form of the Superlative that may be called the Absolute Superlative, and is used predicatively with the verb ſein. It has always the same form, and its termination does not change: am beſten = the best; am größten = the greatest; am edelſten = the noblest. You will understand its use from the following examples:—

She is the most beautiful lady in the town = ſie iſt die ſchönſte Dame in der Stadt.

This lady is the most beautiful = dieſe Dame iſt am ſchönſten.

The just way is the best = der gerade Weg iſt der beſte.

This way is best = dieſer Weg iſt am beſten.

It is plain that the am beſten form is used when there is really no comparison with other things in the same sentence. It states that the quality of the adjective exists in the highest degree in the subject of the sentence. In this form there is no noun implied as following the adjective, whereas in the der beſte form there is an implied noun: der gerade Weg iſt der beſte (Weg).

Four irregular adverbs are worth learning here:—

	Positive.	Comparative.	Superlative.
soon	bald	eher or früher	am eheſten
willingly	gern	lieber	am liebſten
much	viel	mehr	am meiſten
little	wenig	weniger minder	am wenigſten am mindeſten

There are three kinds of comparison, each of which deserves attention:—

1. Comparison indicating *equality:* this is expressed by ebenſo . . . als or ebenſo . . . wie.

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I am as good as you = ich bin ebenſo gut als Sie.

The boy was as brave as his father = der Knabe war ebenſo tapfer wie ſein Vater.

2. Comparison involving *inferiority* in respect of the quality indicated by the adjective. In this case we use the form nicht ſo . . . als or nicht ſo . . . wie: *i.e.*, the eben is omitted.

You are not so bad as she = Sie ſind nicht ſo ſchlecht als (or wie) ſie.

He is less clever than his sister = er iſt nicht ſo geſchickt wie (or als) ſeine Schweſter.

3. Comparison involving *superiority* in respect of the quality indicated by the adjective. This is the commonest form, and is expressed by the ordinary comparative followed by als.

The son was stronger than his father = der Sohn war ſtärker als ſein Vater.

The peculiar expression, *the* so-and-so *the* so-and-so, is expressed in German by je . . . deſto or je . . . je.

The older a man is the wiser he is = je älter ein Mann iſt, deſto klüger iſt er.

Note the construction: je requires the verb to be thrown to the end, deſto requires inversion of verb.

The more the better = je mehr deſto beſſer.

The longer the better = je länger je lieber.

When there is only one *the* with the comparative it is rendered by deſto or um ſo.

The better for you = deſto beſſer für Sie, or um ſo beſſer für Sie.

Exercise 25 (*a*).

1. Der Fürſt war tapfrer als der König. 2. Der Ritter war nicht ſo klug wie die Göttinnen. 3. Karl war der böſeſte König in jenem Lande. 4. Er hatte ſie ſehr geliebt. 5. Ich habe

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es gern. 6. Wir haben Brot lieber als Butter. 7. Ich habe mehr gesehen als Sie. 8. Die Tochter war so schlecht wie ihr Vater. 9. Nun geht die Sonne früher auf als vorher. 10. Der König steht am frühesten auf. 11. Dieser Weg ist länger als jener. 12. Die Zuschauer waren edler als die Hofleute. 13. Das Schloß des Ritters ist höher als Ihr Haus. 14. Der Thron des Königs ist nicht ganz so hell wie die Sonne.

Exercise 25 (*aa*).

Da wurde denn ein Tag bestimmt, an dem Jason die Stiere anspannen und die Zähne säen sollte; und früh am Morgen, ehe die Sonne aufging, kam der König Äetes mit seiner Tochter und seinen Ministern, Generälen, Kammerherren und Hofleuten, und setzte sich auf seinen Thron bei dem Platz, wo Jason pflügen sollte, und die andern setzten sich auf Bänke, und alle Leute aus der Stadt kamen heraus, um zu sehen, wie es gehen würde, und die Jungen kletterten auf die Bäume, um besser sehen zu können.

Jason rieb sich und seine Waffen mit dem Saft, wie Medea ihm gesagt hatte, und kam auf den Platz. Der Stall, worin die Stiere eingesperrt waren, stand an dem Platze. Da wurde die Thüre aufgeschlossen und Jason ging mutig hinein und war gar nicht bange. Er machte die Stiere los von der Kette und faßte jeden mit einer Hand bei einem Horn und zog sie heraus. Die Stiere brüllten ganz entsetzlich, und dabei fuhr ihnen das Feuer aus dem Maul und der Nase heraus; und so viel Rauch, als wenn ein Haus brennt, oder als wenn der Vesuvius Feuer speit. Da freute sich der böse König Äetes; die aber gut waren unter den Zuschauern und sahen, daß Jason so schön und tapfer war, die wurden betrübt und fürchteten, daß er sterben würde; denn sie wußten nicht, daß Medea ihm helfe. Jason drückte beide Stiere mit dem Kopfe zur Erde; da schlugen sie mit den Hinterfüßen, und Jason drückte so stark, daß sie auf die Kniee fielen.

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Exercise 25 (*b*).

1. The cleverer youngsters climbed up the highest trees. 2. The worst king rejoices because his poor friend is dead. 3. Jason loved Medea most. 4. On the public square (Platz) stood the noblest men of the city. 5. She was the youngest of the king's daughters. 6. The doors of my house are best. 7. The highest tree is in my garden. 8. The bravest knight went in. 9. This way is shorter than the other. 10. The shorter the better. 11. Æetes was as stupid as his bulls. 12. The courtiers stood where the street was broadest. 13. The old men took their places (placed themselves) on the better benches. 14. The fire is not so bright as the sun.

LESSON XXVI.

Possessive and Correlative Pronouns.

In old-fashioned English we could say *mine* host, *mine* inn, *mine* enemy, but now we always say *my*. *My*, *thy*, *our*, *their*, *her*, *your*, always demand a noun to follow them, while *mine*, *thine*, *ours*, *theirs*, *hers*, *yours*, can do without a noun, but insist upon having a verb. *My* book, but the book is *mine*; *your* house, but this house is *yours*.

When the possessive is used as a pronoun it can be represented in two ways:—

1. By—

Singular.			Plural.
meiner (m.)	meine (f.)	meines (n.)	meine (all genders)

These forms are treated exactly like ordinary adjectives used without any article.

Dein Vater iſt arm, meiner iſt reich = thy father is poor, mine is rich.

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Das iſt nicht ſein Buch, es iſt meines = that is not his book, it is mine.

2. By using the following form with the definite article—

Singular. All genders.		Plural. All genders.
(der, die or das) meinige	mine	(die) meinigen
„ „ „ deinige	thine	„ deinigen
„ „ „ ſeinige	his *or* its	„ ſeinigen
„ „ „ ihrige	hers	„ ihrigen
„ „ „ unſrige	ours	„ unſrigen
„ „ „ eurige	yours	„ eurigen
„ „ „ Ihrige	yours	„ Ihrigen
„ „ „ ihrige	theirs	„ ihrigen

The above is the form that is used in comparisons. You will gather its meaning from the following examples:--

Ihr Haus iſt älter als das unſrige = your house is older than ours.

Mein Freund iſt ebenſo arm wie der ſeinige = my friend is as poor as his.

Unſere Straße iſt nicht ſo breit wie die ihrige = our street is not so wide as theirs.

Ihre Zähne ſind ſchärfer als die meinigen = your teeth are sharper than mine.

Zu meinem Vater und dem ſeinigen = to my father and his.

From this last example it is clear that meinige and the rest are used just like ordinary adjectives with the definite article:—

In unſerer Stadt und in der Ihrigen = in our city and in yours.

Derjenige means *that* or *the one*, and may either go with a noun or stand alone. This is how it is declined. It is always written as one word.

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	Singular.		Plural.
Masculine.	Feminine.	Neuter.	All genders.
derjenige	diejenige	dasjenige	diejenigen
desjenigen	derjenigen	desjenigen	derjenigen
demjenigen	derjenigen	demjenigen	denjenigen
denjenigen	diejenige	dasjenige	diejenigen

In last lesson we had an example of how derjenige is used: diejenigen welche = those who (such as).

He who has come is not my friend = derjenige welcher gekommen iſt, iſt nicht mein Freund. (Instead of the two words derjenige welcher the one word wer may be used.)

I have seen your house and your father's = ich habe Ihr Haus und das(jenige) Ihres Vaters geſehen. Note that instead of derjenige, etc., der, die, das; pl. die, may be used.

derſelbe dieſelbe dasſelbe dieſelben

This word means *the same*, and can be used, just like derjenige, as either an adjective or a pronoun.

Derſelbe Mann = the same man. Derſelbe = the same one.

Exercise 26 (*a*).

1. Er hat ſeine Stiere losgemacht, wo ſind die meinigen? 2. Jaſons Kette war kürzer als diejenige des Pollux. 3. Derjenige Ritter, welcher die Stiere halten kann, kann ſie nachher anſpannen. 4. Hier iſt derſelbe, welcher das Feld gepflügt hat. 5. Unſere Katze und die Ihrige ſind weggerannt. 6. Wir haben das Geld demſelben Knaben gegeben. 7. Vulcan wird dieſelben Stiere einfangen und wegbringen. 8. Ihr Freund und meiner würden die Schlange bald töten. 9. Sie ſagten, daß der König ihnen das Joch geben ſollte. 10. Wo iſt ſein Gärtner und der(jenige) meines Vaters. 11. Er wollte weglaufen, ohne die Zähne zu ſäen. 12. Nehmen Sie den Stieren das Joch ab, und laſſen Sie ſie los. 13. Auf allen Seiten waren Männer, welche ſtärker waren als er. 14. Meinem Vater und dem Ihrigen gab er alles, was er hatte.

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Exercise 26 (*aa*).

Der Pflug, an den sie gespannt werden sollten, war ganz von Eisen; den brachte Pollux herbei, und warf ihnen das Joch auf den Nacken und eine Kette um die Hörner: Jason hielt sie mit dem Maul und der Nase fest auf die Erde gedrückt, so daß sie nicht blasen konnten. Als Pollux fertig war und die Stiere angespannt, sprang er geschwind weg, und Jason faßte nun die Kette in die eine Hand und den Sterz des Pflugs in die andere, und ließ die Hörner los; die Stiere sprangen auf und wollten wegrennen, aber Jason hielt die Kette so fest, daß sie ganz langsam gehen und ordentlich pflügen mußten. Als sie angespannt waren, ging die Sonne auf, und als es Mittag war, hatte Jason das ganze Stück Feld umgepflügt. Da nahm er den Stieren das Joch ab, und ließ sie los; die Stiere waren so bange, daß sie wegliefen wie eine Katze, die Schläge bekommen hat, und so liefen sie, ohne sich umzusehen, auf die Berge. Da würden sie die Wälder in Brand gesteckt haben, wenn nicht Vulcan gekommen wäre und sie eingefangen und weggebracht hätte.

Als Jason mit dem Pflügen fertig war, ging er zum König Aetes und sagte, daß er ihm nun die Zähne geben sollte. Die Drachen und Schlangen haben das ganze Maul voll kleiner Zähne, und Aetes gab Jason einen ehernen Helm ganz voll Zähne. Jason nahm sie mit der Hand heraus, ging auf dem Felde hin und her, und warf die Zähne nach allen Seiten; und dann nahm er einen großen Spieß, und schlug die Schollen, die großen Stücke Erde, klein, und machte die Erde eben, wie der Gärtner thut, wenn er gesäet hat. Und darauf ging er weg und legte sich hin, um auszuruhen, bis es Abend wurde, denn er war sehr müde.

Exercise 26 (*b*).

1. The bulls will set the wood on fire. 2. My friend was as dismayed as yours. 3. The king sprang up in

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order to run away. 4. Go up and down the room in order to see more. 5. He has a book in one hand and a little spear in the other. 6. Are you ready to go to him? 7. Take the teeth out with your hand in order to sow them. 8. Seize the chain and hold the savage bulls. 9. Why was Jason tired? Because he had worked so much. 10. The heroes have a castle quite full of men. 11. When he had set out for the city the sun rose. 12. The one who runs away is not brave. 13. You have her cat and mine. 14. Where is the hero who has set fire to this castle?

LESSON XXVII.

NUMBERS—CARDINAL.

We have already had the numbers (p. 9) from one up to twenty. Now we must have the others. Old-fashioned people among ourselves still say *five-and-twenty* for 25. This is the regular way in German.

21 einundzwanzig	50 fünfzig
22 zweiundzwanzig	53 dreiundfünfzig
23 dreiundzwanzig	60 ſechzig (note the s omitted)
24 vierundzwanzig	64 vierundſechzig
25 fünfundzwanzig	70 ſiebzig
26 ſechsundzwanzig	75 fünfundſiebzig
27 ſiebenundzwanzig	80 achtzig
28 achtundzwanzig	86 ſechsundachtzig
29 neunundzwanzig	90 neunzig
30 dreißig	97 ſiebenundneunzig
31 einunddreißig	100 hundert
40 vierzig	101 hundert und eins
42 zweiundvierzig	102 hundert und zwei

The hundreds go quite regularly, zweihundert, dreihundert, vierhundert, and so on. So with the thousands: Tauſend =

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1,000, zweitauſend = 2,000, dreitauſend = 3,000, etc. In a general way *a* hundred and *a* thousand are simply hundert and tauſend *without* the ein. But if we want to speak of one hundred or one thousand we say einhundert and eintauſend (one word in each case) respectively. A million is eine Million (with accent on the on).

Here follow some examples of big numbers expressed in words:—

123 = hundert dreiundzwanzig.
947 = neunhundert ſiebenundvierzig.
304 = dreihundert und vier.
1,032 = (ein) tauſend zweiunddreißig.
1,870 = (ein) tauſend achthundert ſiebzig *or* achtzehnhundert (und) ſiebzig.
1,900 = (ein) tauſend neunhundert *or* neunzehnhundert.
1,563,825 = eine Million fünfhundert dreiundſechzig tauſend achthundert fünfundzwanzig.

Hundert and tauſend when used alone (*i.e.*, not as adjectives) are regarded as nouns, and form their plural nominative and accusative by adding =e and dative by adding =en.

Exercise 27 (*b*).

Write out fully, in German words, the following numbers: (*a*) 101, (*b*) 385, (*c*) 100,000, (*d*) 364,573, (*e*) 4,014, (*f*) 1,899, (*g*) 1,900, (*h*) 3,204,402, (*i*) 13,211, (*j*) 999,999.

Exercise 27 (*a*).

Gegen Sonnenuntergang kam er wieder auf das Feld, und da wuchſen allenthalben die eiſernen Männer heraus. Einige waren bis an die Füße herausgewachſen, andere bis an die Kniee, andere bis an die Hüften, andere bis unter die Schultern; von einigen ſah man nur den Helm und die Stirn: ſonſt ſteckten ſie noch

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ganz in der Erde. Die, welche die Arme schon aus der Erde hatten und bewegen konnten, schüttelten die Spieße und hieben mit den Schwertern. Einige machten auch schon die Füße los und wollten auf Jason zukommen.

Da that Jason was seine Freundin Medea ihm gesagt hatte, nahm einen großen Stein und warf ihn auf das Feld mitten unter sie. Als die eisernen Männer den sahen, sprangen sie geschwind hin, um ihn zu nehmen. Ich denke, daß es ein schöner, großer Marmorstein gewesen ist. Darüber fingen sie an, unter einander zu zanken, weil jeder ihn haben wollte, und auf-einander zu stechen und zu hauen, und sowie einer die Füße aus der Erde losgekriegt hatte, lief er auch hin, und so schlugen sie sich unter sich tot: Jason aber ging auf dem Felde herum und hieb denen die Köpfe ab, die herauswuchsen. So kamen die eisernen Männer alle um, und der König Äetes war ganz rasend: Medea aber, und die Helden und alle Zuschauer freuten sich sehr.

Exercise 27 (*bb*).

1. When I saw him I soon sprang thither. 2. Jason's friend Medea was as good for him as a thousand men. 3. I shall take my hat and throw it among them. 4. Thereupon he said that their lances were bigger than those of the heroes. 5. Those who could see the king were quite ready. 6. He had arrived before sundown. 7. The men threw their swords upon the field, and the others hastened to take them. 8. Many of the iron men wanted to thrust and cut at Jason. 9. Medea rejoices much because her friend has killed the men. 10. Why was King Æetes furious? Because his iron men had not struck Jason. 11. Shake your lances and thrust with your swords. 12. Every one wished to have this book because it was better than the others. 13. All soldiers perish who travel to that city. 14. Soon he saw in all directions the brave soldiers of the king.

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LESSON XXVIII.

NUMBERS—ORDINAL, ETC.

The numbers we have been dealing with up till now are called *cardinal* numbers, because all other numbers *hinge* upon them—*cardo, cardinis*, being Latin for a *hinge*. But we sometimes want to express the *order* in which things occur, and then we use what are called the *ordinal* numbers—first, second, third, fourth, fifth, sixth, etc. You note that the first three end differently from all the rest. Just as we make a cardinal number into an ordinal by adding *-th*, so the Germans do the same thing by adding -te. Thus vierte, fünfte, ſechſte, and so on up to neunzehnte. 1st and 3rd are irregular, erſte and dritte; 2nd is quite regular, zweite.

From 20 onwards all the numbers add -ſte: 20th = zwanzigſte; 90th = neunzigſte; 100th = hundertſte; 1,000th = tauſendſte.

But if a large number ends with a German number between one and nineteen inclusive it ends in -te: 112th = hundertundzwölfte; 1,010th = tauſendundzehnte.

The -te or the -ſte are the ordinary endings of adjectives, and only the parts of numbers which have these terminations are declined.

He has chosen the 101st man = er hat den hundertunderſten Mann gewählt.

His fifth attempt = ſein fünfter Verſuch.

There are certain very useful terminations used in connection with numbers.

1. -erlei when added means of so many kinds: zweierlei, dreierlei, achterlei, hunderterlei = of two kinds, of three kinds, of eight kinds, of a hundred kinds respectively; allerlei = of all kinds; vielerlei = of many kinds.

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2. =mal means so many times: einmal = once; fünfmal = five times; zehnmal = ten times; tauſendmal = a thousand times.

3. =fach means so many fold: einfach = onefold (it also means *simple*); vierfach = fourfold; hundertfach = a hundredfold.

4. =ns when added to the ordinal numbers gives meanings corresponding to our "-ly" in numbers: erſtens = firstly; zweitens = secondly; ſechstens = sixthly, and so on.

5. =tel when added to the ordinals gives the forms corresponding to our fractions: das Drittel = the third; das Viertel = the fourth; das Sechstel = the sixth. For anything above 19 the ending is =ſtel: das Dreißigſtel. $\frac{3}{4}$ = drei Viertel; $\frac{5}{7}$ = fünf Siebentel; $\frac{13}{20}$ = dreizehn Zwanzigſtel.

Exercise 28 (*a*).

Am folgenden Morgen ging Jaſon zum König Äetes und verlangte, daß er ihm nun das Vließ geben ſollte: Der König gab es ihm aber nicht, und ſagte, daß er wiederkommen ſollte. Er wollte aber Jaſon ermorden laſſen. Medea ſagte das Jaſon, und ſagte ihm auch, daß er ſich das Vließ ſelbſt holen müſſe, ſonſt bekäme er es nicht.

Das Vließ war an eine Eiche genagelt, und am Fuße der Eiche lag ein Drache, der nie ſchlief und alle Menſchen fraß, die das Vließ anrühren wollten, außer dem König Äetes: und der Drache war unſterblich; alſo konnte Medea Jaſon nicht helfen, daß er ihn totſchlüge. Der Drache aß gern ſüße Kuchen, und Medea gab Jaſon Kuchen mit Honig; da hatte ſie einen Saft hineingethan, wovon der Drache einſchlafen mußte. Jaſon kam mit den Kuchen und warf ſie ihm hin; der dumme Drache fraß alle und ſchlief gleich ein. Jaſon ſtieg über ihn weg, und zog die Nägel, womit das Vließ angenagelt war, mit einer Zange

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aus, und nahm das Vließ vom Baume herab, schlug seinen Mantel darüber und trug es auf das Schiff. Medea kam auch und wurde Jasons Frau und ging mit ihm nach Griechenland.

Exercise 28 (*b*).

1. All youngsters like to eat sweet cakes. 2. We must ourselves fetch the bread if we wish to get it. 3. He took his mantle from the table in order to carry it to the ship. 4. Nobody could help Jason, because the dragon was immortal. 5. I know no man who never sleeps. 6. Why did Jason go to the king? In order to demand his daughter. 7. Did he give him his daughter? I think that he did not give him her. 8. The dragon wished to eat Jason, but the beast fell asleep. 9. Nail the fleece to the oak. 10. He threw away the pincers with which he had pulled out the nail. 11. Who has disturbed these things (Sache, f.)? That I do not know. 12. Medea preferred to travel to Greece with Jason. 13. The dragons always like to eat beautiful young maidens. 14. We have got a juice [by means] of which all men must fall asleep.

LESSON XXIX.

Impersonal Verbs.

In the notes to Exercise 17 (*a*) we found what is meant by impersonal verbs. We must now take up some of the more important of them since they are greatly used.

When we say Es war ein König in Griechenland, we refer to a definite thing in a definite place. So es ist ein Tisch in meinem Zimmer; es sind zwei Äpfel in meiner Tasche (pocket); es waren viele Soldaten in dieser Stadt. But sometimes we want to say *there is* or *there are* in a quite indefinite way

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without referring to any particular place, or if any place is mentioned it may be a country or continent or some such wide place. Here we use es giebt for *there is* (or *are*), and es gab for *there was* (or *were*).

Es giebt keinen Menſchen, der unſterblich iſt (or wäre) = there is no man who is immortal.

Es gab viele Inſeln, auf denen die Feinde wohnten = there were many islands in which the enemy lived.

Es giebt manchen Soldaten, welcher recht gern für ſein Vaterland kämpfen will = there is many a soldier who will fight right willingly for his country.

Two things are worth noting in the above: 1. Es giebt and es gab can mean equally well the singular and the plural. They never change their form. 2. They govern the accusative.

We may want to say *there has been* or *there will be* as well as *there is*, so we have other forms:—

es hat gegeben	there has been
es hatte gegeben	there had been
es wird geben	there will be
es wird gegeben haben	there will have been
es würde geben / es gäbe	there would be
es würde gegeben haben / es hätte gegeben	there would have been

Sometimes an impersonal verb is used in the reflexive form. *I wonder* may be expressed es wundert mich. This may be conjugated thus:—

es wundert mich	I wonder	es wundert uns	we wonder
es wundert dich	thou wonderest	es wundert Sie	you wonder
es wundert ihn *or* ſie	he *or* she wonders	es wundert ſie	they wonder

es ärgert mich...I am vexed	es reut mich...I repent
es freut mich...I am glad	es ſchmerzt mich...I grieve
es jammert mich...I pity	es verdrießt mich...I am vexed
es langweilt mich...it wearies me	es verſteht ſich...it is understood

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Certain impersonal verbs govern the dative. One of the most useful of these is the somewhat cumbrous form for *to be sorry* :—

es thut mir leid	I am sorry	es thut uns leid	we are sorry
es thut dir leid	thou art sorry	es thut Ihnen leid	you are sorry
es thut ihm, ihr leid	he *or* she is sorry	es thut ihnen leid	they are sorry

Other tenses may be used in the same way: Es that uns leid = we were sorry; es hat Ihnen leid gethan = you have been sorry; es wird mir leid thun = I shall be sorry.

es begegnet mir...it happens to me	es ſcheint mir...it seems to me
es gefällt mir...it pleases me	es nützt mir nichts...it is of no use to me
es gelingt mir...it succeeds with me	es geht mir gut / es iſt mir wohl } I am well
es fällt mir ein...it occurs to me	

Certain expressions in German, as in English, require the impersonal verb.

es erhellt...it is evident	es geſchieht...it happens
es fängt an...it begins	es hört auf...it ceases
es fehlt...it is lacking	es nützt nicht...it is of no use
es folgt...it follows	es ſcheint...it appears
es genügt...it suffices	es ſchlägt...it strikes (of a clock)

Further, es iſt is used with regard to weather and time just as in English.

es iſt dunkel...it is dark	es iſt warm...it is warm
es iſt feucht...it is damp	es war Nacht...it was night
es iſt kalt...it is cold	es war Mittag...it was noon

Exercise 29 (*a*).

1. Es ärgert ihn, mich zu ſehen. 2. Es war warm zu Hauſe. 3. Es war Nacht, als er angekommen war. 4. Gefällt Ihnen das Buch, welches ich Ihnen ſchickte? 5. Es reute den General, daß er die Soldaten töten ließ. 6. Es iſt mir wohl

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dieſen Morgen. 7. Morgens iſt mir nicht wohl. 8. Es langweilte die Königin, ihre Mädchen zu hören. 9. Es wird bald einen anderen Krieg geben. 10. Es thut ihr leid, ihren alten Vater zu ärgern. 11. Es fing an zu ſchneien. 12. Es nützt ihnen nichts das zu ſagen; wir wiſſen die Wahrheit. 13. Es wundert uns, daß er ſo viel ſagen konnte. 14. Wie iſt es geſchehen, daß ſein Haus einfiel? 15. Es verſteht ſich, daß ich nicht mehr helfen kann. 16. Es gelingt mir die Dinge zu bekommen. 17. Es folgt, daß dies wahr ſein muß. 18. Es würde ihm vielleicht einfallen hierher zu kommen. 19. Wenn er das thäte, ſo gäbe es viel Lärm um nichts. 20. Es wird eine ſchöne Gelegenheit geben, wenn der König hier bleibt.

Exercise 29 (*aa*).

Aetes dachte, die Argonauten würden mit der Argo wieder ebenſo zurückfahren, wie ſie gekommen waren, und ſchickte viele Schiffe aus, um ſie anzugreifen: aber ſie gingen einen andern Weg, und fuhren den großen Fluß Iſter hinauf, und dann trugen die Helden die Argo in den Okeanus, der um die ganze Erde fließt, und ſetzten das Schiff in den, und ſo fuhren ſie außen um die Erde herum, und ſo kamen ſie wieder nach Iolkos: die Kolcher aber warteten immer bei den Symplegaden, die nun feſtſtanden, und da die Argo gar nicht kam, kehrten ſie nach Hauſe zurück, und der König Aetes war erſchrecklich böſe. Denn er hatte das Vließ verloren, und die ehernen Stiere und die Drachenzähne, und ſeine Tochter war auch weg, und hatte allen ihren Schmuck genommen, und alle Leute lachten ihn aus.

Als Medea mit Jaſon in Theſſalien angekommen war, machte ſie den alten Äſon wieder jung, ſo daß ſeine weißen Haare wieder ſchwarz wurden, und alle ſeine Zähne wieder kamen, und er ſtark wurde wie ein junger Mann, und nun noch viele Jahre lebte: den Pelias machte ſie tot und Äſon wurde wieder König an ſeiner Statt.

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Exercise 29 (*b*).

1. Send out some ships to attack our enemies. 2. All the people saw that he was journeying back to his home. 3. Go another way in order to come to your land. 4. I hope that you may live for many years yet. 5. The ships waited for Jason, but he did not come at all. 6. What has the king lost? He has lost all that he loved. 7. Why did all the people laugh at the king? Because he was so wicked and had lost so much. 8. She rejoiced greatly that her white hair became black again. 9. When Jason and his wife had arrived in Greece they caused the king to die. 10. The heroes journeyed back again towards home. 11. The heroes have to drag their ship into the Oceanus in order to journey to Greece. 12. I shall send out a ship in order to get the ornaments [jewels] of my wife. 13. Which river flows round the whole earth? 14. Æetes is frightfully angry because his people cannot seize the Argonauts.

LESSON XXX.

Dates and Letters.

In order to deal with dates we must learn the names of the days of the week and the months of the year.

Das Jahr = the year; der Monat = the month; die Woche = the week.

January	Januar	May	Mai	September	Septem'ber
February	Februar	June	Juni	October	Okto'ber
March	März	July	Juli	November	Novem'ber
April	April'	August	Auguſt'	December	Dezem'ber

Sunday	Sonntag	Tuesday	Dienstag	Thursday	Donnerstag
Monday	Montag	Wednesday	Mittwoch	Friday	Freitag
		Saturday	Sonnabend		

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Our English way of saying *of a Sunday* or *on Sundays* is represented in German by merely adding an -s to the day of the week we refer to.

The words for the months and days are all masculine in German, as are also the words for the four seasons.

Spring	Frühling	Autumn	Herbſt
Summer	Sommer	Winter	Winter

On before a day of the week is translated an dem, contracted into am: am Samstag = on Saturday (Samstag is another but less common word for Saturday); am Sonntag = on Sunday.

In before a month or a season is translated by in dem, contracted into im: im Juli = in July; im Frühling = in spring.

But if we express a particular day of the month we use am. Thus:—

On the 5th of November = am fünften November.

On the 18th of June in the year 1815 = am achtzehnten Juni im Jahre achtzehnhundert fünfzehn.

Dates are also expressed by the accusative of the article without a preposition, as: den vierten Juli = on the 4th of July.

The hours of the day are represented by a numeral and the feminine word Uhr always in the singular: 11 o'clock = elf Uhr; 4 o'clock = vier Uhr. We know that auf means *direction towards* and nach means *after*, so we are not surprised to find that ein Viertel auf ſechs and ein Viertel nach fünf mean the same thing: *a quarter past five*. Scotch students will recognise an old friend in the phrase halb vier = half-four: this means half *towards* four, and therefore means half-past three. The most usual way with minutes is to use the number with nach up to the half-hour *past*, and the number with vor from the half-hour up

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to the next hour. Thus: 4.25 P.M. will be fünfundzwanzig Minuten nach vier nachmittags; 4.35 A.M. will be fünfundzwanzig Minuten vor fünf, vormittags. When anything is done *at* a certain time we use the preposition um, as um zehn Uhr = at 10 o'clock. The question, *What o'clock is it?* is put Wieviel Uhr ist es?

Exercise 30 (*a*).

1. Er ist um sechs Uhr angekommen. 2. Die Sonne ging um halb vier auf. 3. Im Mai werden unsere Freunde aus Frankreich kommen. 4. Am Sonntag kommt er immer um drei Viertel auf drei. 5. Wieviel Uhr war es, als Sie meinen alten Freund sahen? 6. Im Winter geht die Sonne später auf als im Sommer. 7. Es sind vier Wochen im Monat Februar. 8. Im November ist es gewöhnlich sehr dunkel. 9. Es geschah am vierundzwanzigsten August 1879. 10. Sonntags arbeitet man nicht. 11. Um ein Viertel vor sieben kamen sie hier an. 12. Im Juli ist die Sonne mittags recht stark. 13. Das Jahr hat zwölf Monate oder zweiundfünfzig Wochen. 14. Wieviel Tage hat der Monat Oktober? Er hat einunddreißig Tage.

Below are given two examples of letters in German, one a business letter, the other a merely friendly one. You will note that in the business letter the mere name and address of the firm is considered enough for a beginning: there is no "Gentlemen" or "Dear Sirs" required. The ending of the specimen business letter is formal: hochachtungsvoll could be omitted and ergebenst left by itself.

You may begin an ordinary letter to a man whom you know very slightly with the words Geehrter Herr or Werter Herr. If you wish to show great respect you may make it Sehr geehrter Herr. A lady under the same conditions may be addressed as (Hoch) Verehrte Frau. An unmarried lady

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may be addressed as Wertes Fräulein X. "Dear Mr. X." may be literally translated Lieber Herr X.; "Dear Miss X." = Liebes Fräulein X. As in English a common beginning is Lieber Freund, or Liebe Freundin.

The endings to private letters of an ordinary kind are very simple. A very common ending is—

Mit Gruß,
Ihr
X.

A more formal ending is—

Ergebenſt
Ihr
X.

A quite common ending is simply—

Ihr
X.

It is clear from all this that the Germans do not as a rule pay so much attention to the purely formal parts of a letter as the French do, or even as we do in English.

München;
Ritter Straße, 37
5. Juni 1901.

Herrn Karl Schulz,
Leipzig.

Unter höflicher Bezugnahme auf Ihre Annonce in der „Leipziger Zeitung" vom 2. d. M.[1] erlaube ich mir Ihnen meine Dienſte für den frei gewordenen Poſten eines Buchhalters anzubieten.

Schon ſeit vielen Jahren in einem der erſten Exportgeſchäfte in dieſer Eigenſchaft thätig, bin ich mit allen Verhältniſſen des

[1] Abbreviation for dieſes Monats.

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Ausfuhrhandels gründlich vertraut, und da ich außerdem gute praktische Kenntnisse in der englischen und französischen Sprache besitze, so könnte ich nötigenfalls auch die Korrespondenz in diesen Sprachen übernehmen.

Die Herren Schmidt & Rot, Inhaber der gleichnamigen Firma, bei denen ich gegenwärtig beschäftigt bin, sind gern bereit über meine Fähigkeiten und meinen Charakter befriedigende Auskunft zu erteilen; auf Wunsch kann ich auch mit guten Referenzen früherer Chefs dienen.

Sollte meine Bewerbung eine günstige Aufnahme finden, so würde ich mein möglichstes thun, mir Ihr Vertrauen und Ihre Zufriedenheit zu erwerben.

In Erwartung einer geneigten Antwort empfehle ich mich

Hochachtungsvoll und ergebenst,

Richard Müller.

Leipzig;
Roß Straße, 8
10. April 1901.

Lieber Freund,

Es wundert mich sehr, daß ich schon so lange nicht von Ihnen gehört habe, umso mehr da ich seit Empfang Ihres letzten Briefes vom 3. v. M.[1] zweimal an Sie geschrieben. Hoffentlich leidet Ihre Gesundheit nicht wieder, wie im vorigen Jahre. Die Mitteilung daß Sie eine Reise nach Italien zu machen gedenken, hat mich sehr gefreut, und ich kann Ihnen nur Glück wünschen zu den seltenen Genüssen, die Ihrer harren.

In unserm lieben Sachsen läßt der Frühling dieses Jahr ungewöhnlich lange auf sich warten, aber das Grün an den Hecken und Gesträuchen kündigt doch schon das Erwachen der Natur an, und wenn erst unsere herrlichen Wälder wieder belaubt sind, dann ist es so schön bei uns wie nur irgendwo auf Gottes Erden. Wenn Sie sich von Ihrer angestrengten Winterarbeit

[1] Abbreviation for vorigen Monats.

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erholt haben, müssen Sie uns versprechen, wenigstens einige Tage auf Ihrer Rückreise bei uns zu verweilen. Ihr Besuch würde uns allen die größte Freude machen, und können wir auch weder die Kunstschätze noch die Naturschönheiten Italiens aufweisen, so hat doch unsere Stadt manches, was einen Aufenthalt darin recht angenehm macht. Wir haben uns seit unserer glücklichen Studienzeit in Berlin so selten gesehen, und unsere Lebenswege sind seitdem so sehr verschieden, daß ich mich nach einem gemütlichen Gedankenaustausch mit Ihnen recht sehne.

Leben Sie für heute herzlich wohl und schreiben Sie mir bald.

Ihr

Fritz Neumann.

A NOTE ON OVERGROWN ADJECTIVES.

There is one construction, of which the Germans are very fond, that causes a good deal of difficulty in actual translation. It consists in using a long clause, including a past participle, as an adjective before a noun. The clause is preceded by an article or a demonstrative, and the past participle is declined as an adjective. No exercises on this construction are given in this book, as it is a difficult one to use in turning English into German; but as the construction frequently occurs in German you had better study carefully the following examples:—

We might say in English, *an old man richly dressed.* In German this would run, *an old richly-dressed man* = ein alter, reich gekleideter Mann.

So the sentence, *I saw the wood that he sold to the steamers stopping there*, becomes ich sah das Holz, das er an die dort anlegenden Dampfer verkaufte.

Die beiden, unmittelbar zusammenliegenden und nur durch eine schmale Veranda getrennten Blockhütten bestanden auch nur je aus einem Zimmer = the two immediately-lying-together-

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and-only-by-a-small-veranda-separated log-huts consisted (were made up) indeed only of a single room (each). Here all the words joined together by hyphens really make up one overgrown adjective qualifying Blockhütten.

Jetzt hob sich langsam ihr dunkles, in Thränen schwimmendes Auge zu dem seinen = now her dark,-in-tears-swimming eye rose slowly to his. In plain English this might be, *she slowly raised her dark eyes full of tears to his.*

Ich rette Dich von der Dir verhaßten Verbindung = I rescue thee from the to-thee-hateful engagement. In ordinary English we would use a verb to complete the sense: *the engagement which is hateful to thee.*

Sometimes this qualifying clause runs to great length and includes subordinate clauses within itself:—

Der alte Hermann, ein tüchtiger Arbeiter, gab sich mit dem kleinen, aber trefflich rentierenden Geschäft vollauf zufrieden, und war mit den, allen alten ihm teueren Mustern und Formen völlig widersprechenden Zeichnungen des Malers Holaus, welche ihm eines Tages sein Sohn brachte, durchaus nicht einverstanden.

Old Hermann, a capital workman, was quite content with the little-but-exceedingly-profitable business, and was not at all in sympathy with the (to-all-the-old,-to-him-dear-patterns-and-fashions-completely-opposed) drawings of the painter Holaus, which his son brought to him one day.

In the above, all between the parentheses is really one adjective qualifying *drawings*, though widersprechenden is the only word that "agrees with" Zeichnungen. In English we might split up this enormous adjective like this: *the drawings which were completely opposed to all the old patterns and fashions which were dear to him.*

When in translation you come across a passage that seems to make nonsense, you will very often find that one of these sentence-adjectives is the cause. By seeing

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how much of the sentence you can hyphen together as an adjective you will in most cases bring out the true meaning.

EXERCISE IN TRANSLATING POETRY.

To show the difference between plain prose such as we have had and the elevated style used in poetry we give for translation a short extract from Schiller's *Maria Stuart*. This is selected because it is excellent German, and yet is about persons who are familiar to British students. The passage chosen is from the Fourth Act. The scene is Queen Elizabeth's chamber. There has been an attempt on the life of Elizabeth, but Lord Shrewsbury has warded off the assassin's blow. The people of London are in a tumult, and demand Queen Mary's head. The Secretary, Davison, enters with the order for execution for Elizabeth's signature.

[Make your translation quite literal. It is more important to get the exact constructions than to make poetic English. Observe any peculiarities of form of words or order of arrangement in order to be ready to compare your observations with the notes. Do the whole passage, writing down *some kind of sense* in English before consulting the version in Part II. Make your version read as if it meant something, and then turn to Part II. to see how far your sense is Schiller's sense.]

Eliſabeth. Was bringt ihr, Daviſon?

Daviſon (nähert ſich ernſthaft). Du haſt befohlen,
O Königin—

Eliſabeth. Was iſt's? (Indem ſie die Schrift ergreifen will, ſchauert ſie zuſammen und fährt zurück.) O Gott!

Burleigh. Gehorche
Der Stimme des Volks, ſie iſt die Stimme Gottes.

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Elisabeth (unentschlossen mit sich selbst kämpfend).
O, meine Lords! Wer sagt mir, ob ich wirklich
Die Stimme meines ganzen Volks, die Stimme
Der Welt vernehme! Ach, wie sehr befürcht' ich,
Wenn ich dem Wunsch der Menge nun gehorcht,
Daß eine ganz verschiedne Stimme sich
Wird hören lassen—ja, daß eben die,
Die jetzt gewaltsam zu der That mich treiben,
Mich, wenn's vollbracht ist, strenge tadeln werden!

Shrewsbury (kommt in großer Bewegung).
Man will dich übereilen, Königin!
O, halte fest, sei standhaft! (Indem er Davison mit der Schrift gewahr wird.) Oder ist es
Geschehen? Ist es wirklich? Ich erblicke
Ein unglückselig Blatt in dieser Hand.
Das komme meiner Königin jetzt nicht
Vor Augen.

Elisabeth. Edler Shrewsbury! Man zwingt mich.

Shrewsbury. Wer kann dich zwingen? Du bist Herrscherin,
Hier gilt es, deine Majestät zu zeigen!
Gebiete Schweigen jenen rohen Stimmen,
Die sich erdreisten, deinem Königswillen
Zwang anzuthun, dein Urtheil zu regieren.
Die Furcht, ein blinder Wahn bewegt das Volk,
Du selbst bist außer dir, bist schwer gereizt,
Du bist ein Mensch, und jetzt kannst du nicht richten.

Burleigh. Gerichtet ist schon längst. Hier ist kein Urtheil
Zu fällen, zu vollziehen ist's.

Kent (der sich bei Shrewsburys Eintritt entfernt hat, kommt zurück).
Der Auflauf wächst, das Volk ist länger nicht
Zu bändigen.

Elisabeth (zu Shrewsbury). Ihr seht, wie sie mich drängen!

Shrewsbury. Nur Aufschub fordr' ich. Dieser Federzug
Entscheidet deines Lebens Glück und Frieden

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Du haſt es Jahre lang bedacht, ſoll dich
Der Augenblick im Sturme mit ſich führen?
Nur kurzen Aufſchub. Sammle dein Gemüth,
Erwarte eine ruhigere Stunde.

Burleigh (heftig). Erwarte, zögre, ſäume, bis das Reich
In Flammen ſteht, bis es der Feindin endlich
Gelingt, den Mordſtreich wirklich zu vollführen.
Dreimal hat ihn ein Gott von dir entfernt;
Heut hat er *nahe* dich berührt, noch einmal
Ein Wunder hoffen, hieße Gott verſuchen.

Shrewsbury. Der Gott, der dich durch ſeine Wunderhand
Viermal erhielt, der heut dem ſchwachen Arm
Des Greiſen Kraft gab, einen Wüthenden
Zu überwält'gen—*er* verdient Vertrauen!
Ich will die Stimme der Gerechtigkeit
Jetzt nicht erheben, jetzt iſt nicht die Zeit,
Du kannſt in dieſem Sturme ſie nicht hören.
Dies Eine nur vernimm! Du zitterſt jetzt
Vor dieſer lebenden Maria. Nicht
Die Lebende haſt du zu fürchten. Zittre vor
Der Todten, der Enthaupteten. Sie wird
Vom Grab erſtehen, eine Zwietrachtsgöttin,
Ein Rachegeiſt in deinem Reich herumgehn
Und deines Volkes Herzen von dir wenden.
Jetzt *haßt* der Britte die Gefürchtete,
Er wird ſie *rächen*, wenn ſie nicht mehr iſt.
Nicht mehr die Feindin ſeines Glaubens, nur
Die Enkeltochter ſeiner Könige,
Des Haſſes Opfer und der Eiferſucht
Wird er in der Bejammerten erblicken!
Schnell wirſt du die Veränderung erfahren.
Durchziehe London, wenn die blut'ge That
Geſchehen, zeige dich dem Volk, das ſonſt
Sich jubelnd um dich her ergoß, du wirſt

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Ein andres England sehn, ein andres Volk,
Denn dich umgibt nicht mehr die herrliche
Gerechtigkeit, die alle Herzen dir
Besiegte! Furcht, die schreckliche Begleitung
Der Tyrannei, wird schaudernd vor dir herziehn,
Und jede Straße, wo du gehst, veröden.
Du hast das Letzte, Aeußerste gethan,
Welch Haupt steht fest, wenn dieses heil'ge fiel!

Elisabeth. Ach, Shrewsbury! Ihr habt mir heut das Leben
Gerettet, habt des Mörders Dolch von mir
Gewendet—Warum ließet ihr ihm nicht
Den Lauf? So wäre jeder Streit geendigt,
Und alles Zweifels ledig, rein von Schuld,
Läg' ich in meiner stillen Gruft! Fürwahr,
Ich bin des Lebens und des Herrschens müd!
Muß eine von uns Königinnen fallen,
Damit die andre lebe—und es ist
Nicht anders, das erkenn' ich—kann denn ich
Nicht die sein, welche weicht? Mein Volk mag wählen,
Ich geb' ihm seine Majestät zurück.
Gott ist mein Zeuge, daß ich nicht für mich,
Nur für das Beste meines Volks gelebt.
Hofft es von dieser schmeichlerischen Stuart,
Der jüngern Königin, glücklichere Tage,
So steig' ich gern von diesem Thron und kehre
In Woodstocks stille Einsamkeit zurück,
Wo meine anspruchlose Jugend lebte,
Wo ich, vom Tand der Erdengröße fern,
Die Hoheit in mir selber fand—Bin ich
Zur Herrscherin doch nicht gemacht! Der Herrscher
Muß hart sein können, und mein Herz ist weich.

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CONCLUSION.

You have now reached the stage at which you must begin independent reading. Your vocabulary is still very limited, and the only satisfactory way to increase it is to read a great deal. When you take up a new German book you will be astonished both at the number of words you do know, and the number of words you do not know. If you take the trouble to count the words that you know on a given page, and also the words you do not know on that same page, you will be astonished to find what a large proportion of the words you know. On the other hand, when you begin using a dictionary you will feel as if you had to look up almost every word. The cause of this is that you know almost all the little words that make up German—articles, pronouns, prepositions, conjunctions, auxiliary verbs—words that occur over and over again. These words occur so often, indeed, that when you read in order to get at the meaning you pay no attention to them: you notice only the new verbs and nouns and adjectives; and since there are great numbers of them, you feel as if you knew no German words at all.

If you have paid attention to the irregular verbs, you will now reap the reward of your labours. There is nothing that so simplifies translation as a knowledge of the meanings and conjugation of the irregular verbs. Turn to the table on page 186, and if you find any verbs that you are unfamiliar with, master them before you proceed to your first German book.

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At this stage you need to procure a dictionary. You cannot do better than buy *Heath's New German Dictionary*. It is published at $1.50; and whether regard be had to quantity or quality the book is well worth its price. It contains both German-English and English-German parts.

At the early stages of your reading it is highly desirable that you should have some means of discovering whether your translation is correct. In the absence of a teacher, the best way of testing your translation is to have a translation by you, with which to compare your rendering. In choosing a German book to read, you should see that an English translation is available. You may either choose a German book of which there is a translation published in English, or an English book of which there is a German translation. Theoretically the first way is preferable, as it is maintained with justice that a work written originally in German is naturally better written than one which follows a foreign author. Still it is much easier to get German translations of English books than English translations of German ones, and at the beginning at any rate the German translations are quite good enough for practice in reading German.

There is published at Leipsic, by Philipp Reclam, jun., a series of paper-covered books called the Universal-Bibliothek. In this library are to be found almost all the best works in German literature, besides German renderings of most of the best works in other literatures. As the library contains more than 4,000 volumes, and as each volume is published at 20 pfennig, and can be had in America for 10 cents, it is clear that no one need be at a loss for materials for German reading. On the cover of most of the volumes in this universal library appears the notice "Vollständige Verzeichnisse der Universal-Bibliothek sind durch jede Buchhandlung stets gratis zu

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beziehen," *i.e.*, Complete catalogues of the Universal Library are now to be had free through every bookseller. Naturally "every bookseller" here means every bookseller in Germany. But as soon as you are ready for independent reading you should try to get a copy of this catalogue.

A letter to any bookseller who deals in foreign books (such as G. E. Stechert, 9 East 16th Street, New York, and T. N. Castor & Co., 23 School Street, Boston), enclosing necessary postage, will doubtless bring you the complete catalogue. From this catalogue you will select one or two books of which you have—or can easily procure—the English version. The following five are suitable, but any similar volumes will serve your purpose (the numbers are those of Reclam's catalogue): *Grimm's Tales*, 3,191; *Andersen's Tales*, 691; Dickens's *The Cricket on the Hearth*, 865; Swift's *Gulliver's Travels*, 651; Goldsmith's *Vicar of Wakefield*, 286. The same sort of books may be had in another library, published at 25 pfennig, by Otto Hendel, of Halle.

Assuming that you are provided with your German and English versions, you have to face the question of how to use them, particularly how to use the English version. Most people, particularly those who are teachers, will advise you never to use the key till you have exhausted every other means at getting at the meaning. Now, with children at school, and with students of the classical languages, this advice may be good. In those cases the *training* given by the study is of primary importance, and arguments are not lacking to support the view that self-reliance and a great many other virtues are cultivated by using dictionaries and not using keys. But your case is somewhat different. You wish to learn German as quickly and as easily as is possible: you have learned so

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much already, and now your main need is an increased vocabulary. It does not really matter to you where you get the meaning of an unknown German word, so long as you get it. There is nothing specially educative in looking up a word in a dictionary. It is sometimes said that the more trouble we have over a word the more surely we will remember it. If we carry out this argument to its legitimate conclusion we ought to print our dictionaries on bad paper, with poor type.

A private student at your stage should use the key freely. This does not mean that you are to sit with text and key open together, and merely glance from one to the other. You should study your text paragraph by paragraph to begin with, and then page by page. This means that you first of all read over the paragraph. It may convey no meaning at first, but after two or three readings a general idea of the sense is reached. Further, certain words stand out as quite new and meaningless: some of these you can make a guess at, but at the very least you find out which words you want explained.

Turning now to the key you find the meaning of the whole passage. Most of the unknown words you can now connect with obvious meanings, but frequently you are not quite sure about the distribution of meaning between two words, say, a noun and an adjective. All such doubt should be set at rest by an immédiate appeal to the dictionary. The more you read the longer should be the portions that you study before comparing with the key. By-and-by the portions will become so long that you will find it easier to look up the few words you require in the dictionary than to turn over the pages of the key in search of the meaning. When this stage is reached you have passed beyond the need of keys, and can choose your text irrespective of English versions.

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One very important point to be noted in connection with your earlier reading is the need for repeatedly reading the same book. It can never be too firmly impressed upon you that the best way to learn the meaning of a word is to find it in actual use. A word which you looked up three weeks ago you have almost certainly to look up again to-day *if it occurs in a new place.* But if you read over a passage (containing that word) which you read three weeks ago, you find that you can give the meaning without looking up. For mere word-mastering there is nothing like *repeated* reading of passages.

Your reading henceforth will be guided by your natural bent and the use you mean to make of your German. In any case you will find that plays form an easy introduction to quite independent reading. Schiller's Neffe als Onkel is a favourite to begin with. Lessing's Minna von Barnhelm makes an excellent sequel. Thereafter you must choose any of the hundreds of plays given in Reclam's catalogue.

You may now proceed to the classical works of German literature: Göthe, Schiller (in his serious pieces), Heine, Richter, Wieland. But many will prefer to become acquainted with quite modern authors: Freytag, Heyse, Scheffel, and others. For such students there are the varied lists of such American publishers of foreign classics as D. C. Heath & Co. and Ginn & Co. of Boston, Henry Holt & Co., the MacMillan Company, and the American Book Company of New York, and many others; or through importers they may order such books as they choose from various foreign catalogues. Engelhorn's Bibliothek is sold in Germany at 50 pfennig each volume in paper covers, or 75 pfennig in cloth. Goldschmidt's Bibliothek costs exactly the same. Because of the cost of importation the prices in America will, of course, be considerably higher than this. Those libraries contain stories by writers of all nation-

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alities translated into German, as well as stories by German authors. These books (of both series) are exceedingly well printed, and supply you with excellent examples of the German of to-day. There is such a variety that you cannot fail to get a volume or two that will interest you.

By the time you have read two or three of these modern books you will have sufficient command of the language to enable you to face any sort of book in German, and may safely be left to your own discretion in applying your knowledge.

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PART II.

Exercise 1 (*a*).

Singular.

Nom.	der Garten	der Fuß	der Wald
Gen.	des Gartens	des Fußes	des Waldes
Dat.	dem Garten	dem Fuße	dem Walde
Acc.	den Garten	den Fuß	den Wald

Plural.

Nom.	die Gärten	die Füße	die Wälder
Gen.	der Gärten	der Füße	der Wälder
Dat.	den Gärten	den Füßen	den Wäldern
Acc.	die Gärten	die Füße	die Wälder

Note that the dative plural of every declinable word (to the gardens, to the feet, to the forests) *always* in German ends in =n.

1. The hat of the father is not good. [In English we more naturally say, *the father's hat.*] 2. The tailors are poor. 3. The enemy's garden is bad. 4. The tailor loves the father. 5. He has the hat. 6. The father has the garden. 7. The enemy loves the gardens. 8. The father has the forest. 9. The tailor has the forests. 10. The bodies of the men are not bad. 11. He gives the forest to the father. [Note that the dative *generally* comes before the accusative.] 12. The father gives the hat to the tailor. 13. The enemy is poor; the tailors are not

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poor. 14. The tailor's feet are not bad. 15. The fathers' gardens are good. 16. He gives the apple to the man; *or* He gives the man the apple. 17. The enemy's apples are bad. 18. He gives the hats to the enemies. 19. The father's enemy gives the forests. 20. The tailor's father gives the gardens.

Exercise 1 (*b*).

1. Der Schneider iſt nicht arm. 2. Der Fuß iſt ſchlecht. 3. Der Fuß des Mannes iſt nicht ſchlecht. 4. Er hat den Hut. 5. Die Hüte der Schneider ſind nicht gut. 6. Der Schneider hat die Hüte. 7. Der Vater des Schneiders iſt nicht arm. 8. Der Mann liebt den Vater. 9. Der Vater liebt die Männer. 10. Er giebt dem Vater den Hut. 11. Die Wälder der Feinde ſind ſchlecht. 12. Der Mann hat die Gärten des Schneiders. 13. Der Schneider giebt den Feinden den Garten des Vaters. 14. Der Vater des Schneiders giebt den Feinden den Leib des Mannes.

Exercise 2 (*a*).

Singular.	Plural.
1. ich weine	wir weinen
2. du weinſt	Sie weinen
3. { er / ſie / der Mann } weint	{ ſie / die Männer } weinen
1. ich ſchicke	wir ſchicken
2. du ſchickſt	Sie ſchicken
3. { er / ſie / der Mann } ſchickt	{ ſie / die Männer } ſchicken
1. lerne ich?	lernen wir?
2. lernſt du?	lernen Sie?
3. lernt { er? / ſie? / der Mann? }	lernen { ſie? / die Männer? }

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1. We laugh. 2. The pupil learns. 3. The friends weep. 4. The man buys the bird. 5. The teacher loves the birds. 6. The father hates the enemies. 7. The teacher and the pupils learn. 8. The tailors send the coats. 9. Do the pupils weep? 10. Does the teacher hate the pupils? 11. The teacher does not hate the pupils [nicht generally comes after the object]. 12. The man and the tailor buy the coat. 13. The friend or the enemy laughs. 14. The pupil's father hates the birds. 15. The friend of the teachers does not love the pupils. 16. I love or hate the teacher's friend. 17. The pupil sends the bird to the father. 18. The tailor or the teacher buys the friend's table. 19. The father sends the teacher's bird to the pupils. 20. He sends the men's coats to the friend.

Exercise 2 (*b*).

1. Der Freund kauft den Vogel. 2. Der Schüler liebt den Lehrer. 3. Die Schüler ſind gut. 4. Die Schüler und der Lehrer lernen. 5. Der Mann und der Freund weinen. 6. Weint der Schüler? 7. Er weint und lacht. 8. Der Schneider haßt die Schüler. 9. Die Männer lieben die Freunde des Lehrers. 10. Wir kaufen die Tiſche. 11. Der Schneider ſchickt die Röcke. 12. Kauft der Lehrer den Rock? 13. Der Vogel liebt den Schüler nicht. 14. Die Freunde des Lehrers haſſen den Vater des Schülers.

Exercise 3 (*a*).

Singular.	Plural.
1. ich lachte	wir lachten
2. du lachteſt	Sie lachten / ihr lachtet
3. er lachte	ſie lachten

1. We are Frenchmen. 2. Where do the slaves live? 3. The Germans do not love the slaves. 4. He did not

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see the lions. 5. The husbands did not see the nephews. 6. Did you not see the lions? 7. The slaves lived and wept. 8. Where do the Frenchmen and the Germans live? 9. The apples are red, the birds are blue. 10. The Frenchmen do not like the Germans. 11. Where are you? 12. Where is she? 13. Where are they? 14. Did they not love the husband?

Exercise 3 (*b*).

1. Wo wohnen Sie? 2. Die Franzoſen lieben die Sklaven nicht. 3. Wir liebten Äpfel. 4. Die Vögel und die Äpfel ſind grün. 5. Sie ſahen die Löwen, und ſie ſah die Sklaven. 6. Er liebt die Vögel nicht. 7. Sind die Deutſchen arm? 8. Sind die Gatten arm, oder haben ſie Sklaven? 9. Wo wohnten die Löwen? 10. Sind die Neffen der Franzoſen gut? 11. Ich habe den Sklaven, Sie haben die Löwen. 12. Sahen die Sklaven die Löwen? 13. Weinten Sie nicht? 14. Lernten Sie nicht?

Exercise 4 (*a*).

1. The roses of the aunts were red. 2. The pens were very bad. 3. The aunts have the cows. 4. Where were the forks? 5. We bought the wall and the fruits. 6. The walls of the city were very bad. 7. Was the friend of the German wicked? 8. The power of the Germans. 9. We saw the hands of the Frenchman. 10. He had the fork, but you had the fruit. 11. Hadst thou the roses? 12. The air is very good. 13. Where had she the pens? 14. Were we not very wicked?

Exercise 4 (*b*).

1. Wo waren die Federn und die Gabeln? 2. Die Frucht der Gärten iſt gut. 3. Schickten Sie die Roſen nicht? 4. Iſt die Tante ſehr böſe? 5. Er ſah die Hände des Deutſchen. 6.

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Die Rosen der Lehrer waren rot. 7. Der Franzose hatte die Kühe. 8. Die Früchte des Gartens sind nicht schlecht. 9. Wo waren die Mauern der Städte? 10. Wo wohnten die Deutschen? 11. Hattest du die Rosen des Lehrers? 12. Die Vögel waren blau. 13. Hatten Sie nicht[1] die Gabel? 14. Wir hatten die Federn, aber Sie hatten die Rose.

Exercise 5 (*a*).

	Singular.			Plural.
	Masc.	Fem.	Neut.	All genders.
Nom.	welcher	welche	welches	welche
Gen.	welches	welcher	welches	welcher
Dat.	welchem	welcher	welchem	welchen
Acc.	welchen	welche	welches	welche

1. Every man had two fields. 2. These words are in this book. 3. Which village had twenty cows? 4. He sent the present. 5. The land of the children was good. 6. Every child had three dresses. 7. He had money at home. 8. That teacher has five houses in the village. 9. The teachers in the villages were not poor. 10. Those children had these secrets. 11. Which pen have you? 12. The rooms of this house were bad. 13. The king sent the teachers these presents. 14. The father was in the room with the children.

Exercise 5 (*b*).

1. Dieses Kind hat jenes Geheimnis. 2. Welcher Lehrer schickte dieses Geschenk? 3. Wo waren die Kinder in jenem Hause? 4. Die vier Franzosen waren in dieser Kirche. 5. Fünf Zimmer jenes Hauses sind gut, aber zwei sind schlecht. 6. Die Wörter in diesem Buche sind schlecht. 7. In diesem Hause

[1] In the interrogative form the negative very frequently precedes the object.

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waren fünf Kleider. 8. In welchem Zimmer ist das Geld? 9. Sie weinte nach diesem Worte. 10. Der König war in diesem Geschäft. 11. Er kaufte zehn Häuser in dem Dorfe, und zehn Felder. 12. Er schickte zwölf Eier mit dem Kleide. 13. Welches Geheimnis hat jenes Haus? 14. Jedes Kind in dem Dorfe hatte zwei Kleider.

Exercise 6.

Kopf nouns: Sohn, Stock, Fuß, Zahn, Brief, Hund (Hund has no Umlaut in plural).

Apfel nouns: Kellner, Teller, Vogel.

Mann nouns: Irrtum, Leib.

Land nouns: Haus, Kind, Amt, Thal, Blatt, Wort,[1] Ei.

Meer nouns: Bein, Ding, Geschenk.

Fenster nouns: Messer, Mädchen, Gebäude, Feuer, Wasser.

Knabe nouns: Löwe, Jude, Gatte.

Held nouns: Soldat', Kamerad'.

Professor nouns: Rektor.

Rose nouns: Biene, Taube, Brücke.

Frau nouns: Nadel, Gabel, Nachbarin.

Kuh nouns: Haut, Nacht, Kenntnis, Bank, Magd.

Exercise 7 (*a*).

	Singular.			Plural.
	Masc.	Fem.	Neut.	All genders.
Nom.	ihr	ihre	ihr	ihre
Gen.	ihres	ihrer	ihres	ihrer
Dat.	ihrem	ihrer	ihrem	ihren
Acc.	ihren	ihre	ihr	ihre

1. He sent a letter to my brother. 2. Our maid-servant has no ribbons. 3. The buildings were in our valley. 4. The bridge is in their city. 5. His land has no valleys.

[1] Might also appear among the Meer nouns from its -e plural.

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6. The leaves in that land are not green. 7. Have you my stick? 8. Your dogs are not in the valley of the king. (Since Ihre begins the sentence it might mean *their*, for I must be a capital in any case.) 9. Your (their) king has no soldiers. 10. We saw your letters in his room. 11. The valleys of that land are green. 12. The Jews have money. 13. The buildings in this land are not good. 14. Where is your maid-servant?

Exercise 7 (*b*).

1. Die Thäler in Ihrem Lande ſind nicht grün. 2. Schicken Sie Briefe? 3. Wo ſind Ihre Bänder? 4. Die Juden weinten in dieſer Stadt. 5. Die Gebäude und die Brücken unſeres Landes ſind nicht gut. 6. Soldaten weinen nicht: ſie lachen. 7. Ich ſah drei Hunde in Ihrem Zimmer. 8. Wir haben nun Blätter in unſerem Thale. 9. Der Soldat liebt ſeinen Stock. 10. Die Magd kauft Bänder von dem Juden. 11. Ich ſah drei Wörter Ihres Briefes. 12. Blätter und Stöcke waren in jenem Thale. 13. Sie ſchickte fünf Kühe. 14. Lieben die Soldaten nicht[1] Stöcke?

Exercise 8.

Masculine: Honig, Teppich, Februar, Garten, Jüngling, Diamant, Freitag, Regen, Edelſtein, Löwe, Liebling, Käfig, Monat, Kuchen.

Feminine: Fürſtin, Eiche, Eſelei, Überſetzung, Schlacht, Stunde, Reinheit, Freundſchaft, Schrift, Poeſie', Frau, Blume, Treppe, Fröhlichkeit, Melodie', Sonne, Dummheit, Union'.

Neuter: Leben, Gold, Griechenland, Paris, Rauchen, Kindlein, Büchlein, Eiſen, Väterchen, Helgoland, Tanzen, Pferdchen, Blümchen.

[1] In the interrogative form nicht generally precedes the object.

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Exercise 9 (*a*).

1. Our king has rescued his men. 2. The soldiers have chosen a king. 3. Why do your friends complain? 4. The men have worked in the villages. 5. The king has killed your father. 6. Where do you seek my pen? 7. What have you answered your father? 8. We call our land France. 9. The French had burnt the city. 10. My enemy waits in my room. 11. The maidens had brought eggs from the village. 12. The boys have sought flowers in the valley. 13. What have you thought? 14. I have not sent the money.

Exercise 9 (*b*).

1. Er hat ſeine Bücher in dem Garten verbrannt. 2. Haben Sie geantwortet? 3. Wo hat der König ſeine Federn gelegt? 4. Meine Freunde haben in Ihrem Zimmer gearbeitet. 5. Haben Sie Ihre Bücher gewählt? 6. Haben die Juden ihre Stöcke gebracht? 7. Wir haben unſern Sohn Karl genannt. 8. Die Männer der Thäler haben einen König gewählt. 9. Die Soldaten haben den Bruder des Königs getötet. 10. Die Männer des Königs warteten. 11. Hat die Magd nicht den Tiſch gebracht. 12. Die Soldaten haben die Brücke in der Stadt verbrannt. 13. Was haben Sie geantwortet? 14. Haben Sie in jedem Thale des Landes gearbeitet?

Exercise 10 (*a*).

1. The maiden is not strong, but she is very kind. 2. Have you seen that tree in the garden? It is very old. 3. He has a castle: have you seen it? 4. The birds have lost their wings. 5. Have you lost your shoes? They are in my room. 6. The knights have not seen their friends in the fields. 7. There was a king in our city. 8. He has bought a book: it is very dear. 9. There is

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a maiden in this valley: she has no friend. 10. The wind in these lands is not strong. 11. Has he seen my rose? 12. No, he has not seen it. 13. I have bought a hat. Has she seen it? 14. There were five knights in this castle, but the king rescued them.

Exercise 10 (*b*).

1. Ich habe die Stadt gesehen: sie ist sehr alt. 2. Welchen Schuh haben Sie verloren? Ich habe ihn nicht verloren. 3. Er hat meinen Brief geschickt, aber Sie haben ihn verbrannt. 4. Wo haben Sie sie gesehen? 5. Das Mädchen ist in dem Garten; haben Sie es gesehen? 6. Wir haben ihn nicht gerettet. 7. Es war ein Baum in diesem Thale, aber wir haben ihn verbrannt. 8. Dieser Ritter hat seinen Freund nicht verloren. 9. Jene Vögel haben ihre Flügel verloren. 10. Es waren Gebäude auf jener Brücke, aber sie ist nun alt, und sie sind verbrannt. 11. Er nannte die Stadt Alexandrien. 12. Jener Jude hat einen Hund gekauft, aber er war teuer. 13. Die Mägde haben die Eier gebracht; sie sind nicht billig. 14. Die Fahrten der Ritter waren lang.

Exercise 11 (*a*).

1. There was a knight in the castle which you saw. 2. In this street was the house which the soldiers had burnt. 3. The man whose house you have bought is now in Berlin. 4. This present is not for him, it is for his brother. 5. Here is the soldier who was hunting in the valley. 6. Where is the pen you have bought? 7. He bought a house, the walls of which are very bad. 8. The eggs which they brought are not good. 9. The friend whom you seek is not here. 10. The knight whom he sent is against the king. 11. We saved the man whom she had chosen. 12. The king has rescued the knight

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without your men. 13. They brought the body of the man who had worked in the field. 14. The way is not good for children.

Exercise 11 (*b*).

1. Das Haus, welches Sie gekauft haben, ist nicht für mich. 2. Welcher Weg ist gut für die Soldaten? 3. Ich habe den Mann gesehen, welcher in jenem Thale jagt. 4. Die Mauern des Hauses, welches wir gekauft haben, sind nicht sehr gut. 5. Sie rettete den Mann, welchen wir gewählt hatten. 6. Der Mann, dessen Haus verbrannt war, ist in der Stadt. 7. Hier ist das Buch, welches Sie suchen. 8. Sind die Eier, welche die Kinder brachten, gut? 9. Die Kirche, welche Sie sahen, war verbrannt. 10. Das Kind, dessen Vater Sie sahen, ist in jenem Zimmer. 11. Haben Sie das Geschenk, welches ich schickte? 12. Die Felder, welche Sie in jenem Dorfe kauften, sind nicht sehr gut. 13. Das Kleid, welches Sie geschickt haben, ist nicht für sie. 14. Die Lieder dieses Landes sind nicht gegen den König.

Exercise 12 (*a*).

1. Blind children are uneasy. 2. The hungry men are not patient. 3. A hungry man is dangerous. 4. The broad streets of that city are very dirty. 5. A stupid teacher has a stupid child, 6. My patient friend was not angry. 7. The terrible word is a great secret. 8. Those broad fields are not for us. 9. The steep walls of that city were very dangerous. 10. Patient old men are not stupid. 11. Dirty children are not always bad. 12. In the great valleys of this land were little villages. 13. Your good friend is not dismayed. 14. Every great soldier is always ready.

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Exercise 12 (*b*).

1. Gute Kinder ſind immer geduldig. 2. Ein geduldiger Mann iſt nicht immer dumm. 3. Die hungrigen Männer waren auf dem breiten Felde. 4. Jene kleine Stadt hat eine große Mauer. 5. Der geduldige blinde Mann iſt auf der Straße. 6. Die ſteilen Mauern des kleinen Dorfes ſind gefährlich. 7. Es waren dumme Männer in jener großen Stadt. 8. Seine hungrigen Soldaten waren immer ſchrecklich. 9. Es waren ſchmutzige Kinder in Ihren breiten Straßen. 10. Jene kleine Stadt iſt ſehr ſchmutzig. 11. Dieſes kleine Kind iſt immer hungrig. 12. Der große Soldat war nicht bange. 13. Jene ſchlechten Männer haben dumme und ſchmutzige Kinder. 14. Der dumme Mann hat einen klugen (geſchickten) Sohn.

Exercise 13 (*a*).

1. His father is now dead. 2. In the evening the child was here, because his father had sent him. 3. He was not poor, rather he was hungry. 4. In front was the knight who had killed the king. 5. In the morning the wind is strong. 6. The young knight thought that the journey was very dangerous. 7. At present good shoes are very dear. 8. Do you think that the good old knight is in the castle? 9. Then the birds have lost their wings. 10. The king was angry, though the knight had saved the castle. 11. Soon he saw the soldiers who had burnt the city. 12. The streets are dirty when the wind is strong. 13. When I saw my good old friend I was strong again. 14. In the morning he was in the castle as he had said. 15. Nobody believes it, although everybody has seen something. 16. Somebody's hat is lost now.

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Exercise 13 (*b*).

1. Er iſt arm, doch iſt er gütig. 2. Jetzt ſind die Ritter nicht hier. 3. Im Sommer iſt der Wind nicht ſtark. 4. Nachher war die alte Stadt verbrannt. 5. Kaum hatte ich das Buch geſehen. 6. Bald verbrannte Ihr Freund das Buch, welches Sie geſchickt hatten. 7. Alſo war mein armer alter Vater nicht in dem Hauſe. 8. Einmal ſah ich den König in einer alten Stadt mit ſteilen Mauern. 9. Als ich die Soldaten ſah, waren ſie nicht bange, obgleich die Fahrt gefährlich war. 10. Er arbeitete, wie er geſagt hatte. 11. Heute habe ich den dummen Mann geſehen, welcher ſein Haus verbrannt hat. 12. Im Sommer hat jener Vogel einen Flügel verloren. 13. Er antwortete ſchlecht, weil er böſe war. 14. Er war immer gütig, als er arm war. 15. Ich habe niemand geſehen. 16. Jedermann glaubt etwas.

Exercise 14 (*b*).

Class I.: nehmen, ſingen, brechen, beginnen, ſprechen.
Class II.: ſchlagen, geben, heißen, laufen, kommen, eſſen, ſtoßen.
Class III.: klimmen, reiten, ſtehen, treiben.

PRESENT.

1. ich	bitte	befehle	ſterbe	ſinne	fahre
2. du	bitteſt	befiehlſt	ſtirbſt	ſinnſt	fährſt
3. er	bittet	befiehlt	ſtirbt	ſinnt	fährt
1. wir	bitten	befehlen	ſterben	ſinnen	fahren
2. Sie	bitten	befehlen	ſterben	ſinnen	fahren
3. ſie	bitten	befehlen	ſterben	ſinnen	fahren

IMPERFECT.

1. ich	bat	befahl	ſtarb	ſann	fuhr
2. du	batſt	befahlſt	ſtarbſt	ſannſt	fuhrſt
3. er	bat	befahl	ſtarb	ſann	fuhr
1. wir	baten	befahlen	ſtarben	ſannen	fuhren
2. Sie	baten	befahlen	ſtarben	ſannen	fuhren
3. ſie	baten	befahlen	ſtarben	ſannen	fuhren

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Exercise 14 (*a*).

1. He strikes me. 2. The man speaks, but the men had spoken. 3. The soldiers stood in the street. 4. I do not take the book; he takes it. (Note the disappearance of the ſ in nimmt.) 5. His son was called Jacob (or James). 6. The dog runs. 7. The lady sings in her room. 8. He drives his enemies into the town. 9. Now the king comes into my room. 10. The student speaks. 11. The boy is called Charles. 12. What has he broken? 13. He did not break the plate. 14. The king died, and the queen is dying. 15. The soldiers ran. 16. What have you eaten? 17. We have eaten the apples. 18. He began to eat the egg. 19. The knight rides into the city. 20. The enemies took the king's sword.

There are two ways of translating from one language into another. The first way is called a *literal* or word for word translation. The second way is called a *free* translation. In a free translation we try to convey to the mind of the reader the same ideas as the original words conveyed to the original readers. For example, unter dem Pantoffel ſtehen is literally translated by "under the slipper to-stand". But these words convey to us no meaning, or at any rate they do not convey the same meaning as the German words convey to a German. To him they mean "to be henpecked," which is therefore the free translation of unter dem Pantoffel ſtehen.

In the case of the first two or three extracts we shall give two translations: one literal, the other free.

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Exercise 15 (*a*).

The Voyage of the Argonauts.

Literal: There was a king in Greece who was called Athamas, and his wife was called Nephela: they had two children, a son and a daughter; these were very good and had themselves very dear. The son was called Phrixus and the daughter Helle. The father, however, was wicked and put away his wife, the mother of the good children, and married another wife who was called Ino and was very wicked. She treated the poor children very badly and gave them bad to eat and bad clothes and beat them although they were good, because they wept after their mother. She was a very wicked stepmother. At last she wished to sacrifice the boy Phrixus.

Free: There was a king in Greece who was called Athamas, and his wife was called Nephela. They had two children, a son and a daughter, who were good and loved each other dearly. The son was called Phrixus and the daughter Helle. The father, however, was wicked and put away his wife, the mother of the good children, and married another wife who was called Ino and was very wicked. She treated the poor children very badly, and gave them poor food and wretched clothes, and beat them though they were good, because they wept for their mother. She was a very harsh stepmother. At last she determined to offer up the boy Phrixus as a sacrifice to the gods.

Notes.

In the passage that has been translated above we find two words which, though feminine, do not form their plural in the regular way. They are Mutter and Tochter.

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Like all feminine nouns these do not change in the singular. Their plural is formed thus:—

Nom.	Mütter	Töchter
Gen.	Mütter	Töchter
Dat.	Müttern	Töchtern
Acc.	Mütter	Töchter

You will notice that ſchlecht is translated *badly*, but when we used this word before it was translated *bad*. Now *badly* is an adverb (that is, a word that goes with a verb), and *bad* is an adjective, which we know means a word that goes with a noun. In German most adjectives can be used as adverbs without any change of form. We must find out from the general run of the sentence whether we are to translate a word as adjective or as adverb. Thus: Er iſt gut (adjective) = he is good; Er hat es gut gethan (adverb) = he has done it well. (Here *well* really means *goodly*, but we do not use *goodly* as an adverb in English.)

Exercise 15 (*b*).

1. In Deutſchland war eine ſehr böſe Stiefmutter. 2. Aber ihr Sohn, welcher Karl hieß, ſchlug ſie. 3. Der Sohn war gut, obgleich der Vater böſe war. 4. Die Kinder weinten nach der guten Mutter. 5. Böſe Kinder, wo ſeid ihr[1]? 6. Alſo gab ſie ihnen die ſchlechten Kleider. 7. Doch hatten ſich die armen Kinder ſehr lieb. 8. Vier alte grüne Bäume waren im Garten. 9. Kaum hatte die Tochter geweint. 10. Ein anderer König heiratete ſeine kluge Tochter. 11. Die zwei böſen Kinder behandelten ſie ſchlecht und ſchlugen ſie. 12. Nun weinen böſe

[1] This is clearly a case for the familiar form. We are talking to children, and further, the meaning shows that we do not mean to be polite.

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Mütter. 13. Zuletzt war der König und seine Frau tot. 14. Ein armer alter Mann hatte fünf kluge Kinder, welche ihn liebten.

Exercise 16 (*a*).

	PRESENT = I weep.	IMPERFECT = I wept, *or* I was weeping.
1.	ich weine	weinte
2.	du weinst	weintest
3.	er weint	weinte
1.	wir weinen	weinten
2.	Sie weinen / ihr weinet	weinten / weintet
3.	sie weinen	weinten

	PERFECT = I have wept, *or* I wept.	PLUPERFECT = I had wept.
1.	ich habe geweint	hatte geweint
2.	du hast geweint	hattest geweint
3.	er hat geweint	hatte geweint
1.	wir haben geweint	hatten geweint
2.	Sie haben / ihr habt } geweint	hatten / hattet } geweint
3.	sie haben geweint	hatten geweint

	FUTURE = I shall weep.	FUTURE PERFECT = I shall have wept.
1.	ich werde weinen	werde geweint haben
2.	du wirst weinen	wirst geweint haben
3.	er wird weinen	wird geweint haben
1.	wir werden weinen	werden geweint haben
2.	Sie werden / ihr werdet } weinen	werden / werdet } geweint haben
3.	sie werden weinen	werden geweint haben

Literal: When he, however, to the altar was brought, the god Hermes brought a fine big ram; this had wool of gold and could run upon the clouds. On this ram with

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the golden fleece Hermes placed Phrixus and also his sister Helle, and said to them they should go to the land of Colchis through the air.

The ram, however, knew the way. The children must hold themselves fast with one hand to the horn, and the other arm they struck one about the body of the other: but Helle let her brother loose and fell down into the sea. Phrixus wept much, because his good sister was dead, rode however always forward and came to Colchis. There he sacrificed the ram, and the golden fleece he nailed to an oak.

Free: But when he was brought to the altar, the god Hermes brought a fine big ram which had golden wool and could run upon the clouds. Hermes placed Phrixus and his sister Helle on this ram with the golden fleece, and told them they were to go through the air to the land of Colchis.

But the ram knew the way. The children had to hold themselves tight with one hand on the horn and the other round each other's body. But Helle let go her hold of her brother, and fell down into the sea. Phrixus wept much because his good sister was dead, but he still rode straight on and came to Colchis. There he sacrificed the ram, and nailed the golden fleece to an oak.

Notes.

Mußten comes from müſſen = *to be obliged to* or *to have to*. We cannot say *musted* in English, though that is just the meaning here.

Feſthalten: here we have one word to do duty for two English words, *hold fast*. Under certain circumstances feſthalten can be broken up into its two parts: halten Sie feſt = hold fast. Verbs that can be thus split up are called *separable verbs*. We shall have much to say about them

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by-and-by. In the meantime note that there are other two separable verbs in Exercise 16 (*a*)—ließ den Bruder los: here the verb is loslaſſen; ritt aber immer fort: here the verb is fortreiten.

Eines um des andern Leib: the eines here refers to the children, and you remember that Kind is neuter: they held fast one child round the body of the other child.

Exercise 16 (*b*).

1. Die Soldaten aber werden den Weg wiſſen. 2. Er wird ſeinen Sohn auf das Pferd ſetzen. 3. Sie ſagte dem König, daß ſie nach dem Lande England gehen ſollte. 4. Ich werde jenes Haus ſehen. 5. Wir mußten den Mann mit unſeren Händen feſthalten. 6. Ihre gute alte Mutter iſt tot. 7. Sein Vater hat ihm geſagt, daß er das Buch an einen Eichbaum nageln ſollte. 8. Warum weinte der Knabe ſehr? Weil ſeine ſchöne Schweſter tot war. 9. Wo werde ich hingehen? Nach Frankreich. 10. Vor dem Hauſe weinte das Mädchen, weil ihr Bruder das gute alte Pferd verloren hatte. 11. Wer fiel hinunter in die See? Es war Helle, aber ihr Bruder ritt immer fort. (Aber can come after Bruder equally well.) 12. Wo opferte Phrixus den Widder, und was nagelte er an den Eichbaum? 13. Wer wurde zum Altar gebracht, und warum opferte ihn der König nicht? 14. Er wird ſich am Horn des Widders feſthalten.

Exercise 17 (*a*).

	PRESENT = I am loved.	IMPERFECT = I was loved.
1.	ich werde geliebt	wurde geliebt
2.	du wirſt geliebt	wurdeſt geliebt
3.	er wird geliebt	wurde geliebt
1.	wir werden geliebt	wurden geliebt
2.	Sie / ihr werden / werdet geliebt	wurden / wurdet geliebt
3.	ſie werden geliebt	wurden geliebt

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PERFECT = I have been loved. PLUPERFECT = I had been loved.

1.	ich	bin geliebt worden	war geliebt worden
2.	du	biſt geliebt worden	warſt geliebt worden
3.	er	iſt geliebt worden	war geliebt worden
1.	wir	ſind geliebt worden	waren geliebt worden
2.	Sie / ihr	ſind / ſeid } geliebt worden	waren / waret } geliebt worden
3.	ſie	ſind geliebt worden	waren geliebt worden

Literal: Afterwards in Thessaly was another king who was called Pelias. This had a brother who was called Æson, and this a son who was called Jason. Jason was young and a brave knight; he lived with his father outside of the city. Now it had been said to the King Pelias a man who should come to him with one shoe would take the kingdom from him. Then it happened that the King Pelias gave a feast and Jason was caused to be invited. Jason must go through a brook in order to come to the city, for there was no bridge over the brook. During the night had been a strong storm and it had rained very strongly; the brook was full of water and flowed strongly. Then the laces to one of his shoes went loose, and he lost it in the water, and came into the king's house with one shoe. When King Pelias saw this he was afraid and said to Jason he should out of the country go and not come back again if he did not bring with him the golden fleece.

Free: Afterwards there was in Thessaly another king who was called Pelias. He had a brother called Æson, who had a son called Jason. Jason was young and a brave knight; he lived with his father outside of the city. Now King Pelias had been told that a man coming to him with one shoe should take the kingdom from him. Then it came about that King Pelias gave a feast, and Jason was invited to it. Jason had to go through a brook in

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order to reach the city, for there was no bridge over the brook. During the night there had been a severe storm and very much rain; the brook was full and was flowing strongly. Then the laces of one of his shoes gave way and he lost it in the water, and came into the king's house with one shoe. When King Pelias saw this he was afraid, and told Jason that he must leave the country and not come back unless he brought the golden fleece.

Notes.

Käme and brächte are peculiar forms called the subjunctive: with this we shall deal fully by-and-by. In the meantime it is enough to notice the peculiar form.

Würde nehmen: this is an example of what is called the conditional of a verb. It is translated *should* or *would* take. The conditional of any verb is found like this:—

ich würde nehmen	or gehen	or lieben
du würdeſt nehmen	„	„
er würde nehmen	„	„
wir würden nehmen	„	„
Sie würden / ihr würdet	nehmen	„ „
ſie würden nehmen	„	„

We should love = wir würden lieben; they would go = ſie würden gehen.

Observe that this *would* or *should* does not imply determination or exercise of the will. Froggy *would* a-wooing go must be rendered by the verb wollen; while if *should* implies duty it must be rendered by another verb, ſollen. The conditional is used only to show what would or should happen on condition of something else happening. Thus, if a man came to King Pelias, then, as a consequence, that man would take the kingdom from him.

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Hatte ſehr ſtark geregnet—every verb has a subject: now what is the subject of hatte here? What was it that had rained? The answer is *it*, or the German equivalent es. In Exercise 17 (*a*) we have three examples of es as a subject: (1) es war, (2) es hatte, (3) es geſchah. It is true that in (2) the es is not expressed, and that in geſchah es the es is put after the verb. But this does not prevent the es from being subject in all three cases. Now when verbs have this es for a subject, *when es does not stand for any definite thing*, they are called impersonal. Thus: es ſchneit = it snows; es hagelt = it hails. Note that such verbs are called *impersonal verbs*, they are treated as having no person at all. All verbs have impersonal *parts*, as we saw in Lesson IX.

Die Nacht = during the night. This is called the accusative of time. In the same way we can say in English: *last night it rained.*

Exercise 17 (*b*).

1. Der tapfere junge Ritter war tot außerhalb der Stadt. 2. Der König ſah einen Mann, welcher einen Schuh im Waſſer verloren hatte. 3. Ich werde meine Schuhe nicht im Bache verlieren. 4. Der König iſt ſehr böſe, weil der junge Mann einen Schuh verloren hat. 5. Der Soldat wird nicht zurückkommen, weil er das goldene Buch verloren hat. 6. Es hatte die Nacht ſtark geregnet. 7. Als der König den einen Schuh ſah, erſchrak er, und ſagte zu dem Knaben, er ſolle nach Amerika gehen. 8. Ein Schuh war verloren, aber Karl hatte den andern. 9. Die Schuhe waren verloren, weil er durch einen Bach gehen mußte. 10. Dem Ritter war geſagt worden, daß der König ein Gaſtmahl gäbe (or gebe). 11. Es geſchah, daß mein Sohn durch einen Bach gehen mußte, um nach Berlin zu gehen. 12. Der Fürſt war von dem Könige und ſeinen Männern

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gerettet worden. 13. Der Sohn des Königs war von seiner schönen Schwester geliebt worden. 14. Ich werde Ihnen das Königreich nicht nehmen, weil Sie von meiner Schwester geliebt werden.

Exercise 18 (*a*).

Jason was not dismayed and caused all brave knights to be invited to go with him. For in order to get the fleece one had to fight with wicked beasts and cruel men.

Jason built a great ship for himself and his companions. In this work (therein) the goddess Minerva, who liked him, ~~helped him~~ and presented him with a tree for the mast: if Jason asked it (*i.e.*, the mast), then it told him what he should do.

The ship was called the Argo, and those who went in the ship were called the Argonauts. Among the Argonauts also ~~were~~ Hercules, and two brothers who had wings and could fly through the air, and a hero who was called Pollux who struck to the ground all those who fought with him with the fists.

Then they came with the ship to a land whose king was called Amykus, and if strangers came to his land they had to fight with him, and he was very strong and struck all dead. But Pollux struck him to the ground and killed him for he was very wicked.

Notes.

Lassen means to leave, to allow, to permit; but when followed by an infinitive it often means to cause, to make, or to order. Er läßt ein Schiff bauen = he causes a ship to be built; sie ließ ihren Vater rufen = she had her father called.

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Singular.			Plural.
Masc.	Fem.	Neut.	All genders.
aller	alle	alles	alle
alles	aller	alles	aller
allem	aller	allem	allen
allen	alle	alles	alle

The terminations, you will observe, are those of the definite article, and the effect upon any adjective used along with this word is the same as with the definite article. Hence we have in Exercise 18 (*a*): alle tapferen Ritter. Before a possessive adjective the singular of the masculine and neuter of aller is always plain all without any termination. All mein Wein = all my wine; Mit all ſeinem Wein = with all his wine.

Dabei: the da in words like this always refers to something elsewhere spoken of. Here da refers to the whole of the preceding sentence, *i.e.*, the building of the ship. So we may say: damit = with this, dafür = for this, dazu = to this, darin = in this; where *this* always refers back to something elsewhere spoken of. Sometimes we can treat da, which means there, like the *there* in old-fashioned words like *therein*, *thereby*. Thus: damit might equal *therewith;* darin, *therein;* and darnach, *thereafter*.

Ihn lieb hatte = had him dear; Ich habe Sie lieb = I love you; Hat er meinen Freund lieb? = does he like my friend? Compare hatten ſich ſehr lieb in Exercise 15 (*a*).

Alle zu Boden ſchlug die, etc. Here there is a close connection between alle and die: alle, in fact, is called the antecedent to die. A relative like die must always have an antecedent, though the antecedent may not be expressed. Thus, in the words und die auf dem Schiff gingen, die is a relative, but it has not its antecedent expressed. It must therefore include its antecedent in itself: in other words, it equals *those who*. We have the same sort of

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thing sometimes in English: who steals my purse steals trash; here who = he who.

Nennt man: about man note two things, (1) it is not a noun, since it has no capital; (2) it is not the same word as Mann, since it has only one n. It is an indefinite pronoun standing for our word *one*, or *they*, or *people*: man ſagt = *one says*, or *they say*, or *people say*, or simply *it is said*. German spoken = man ſpricht Deutſch. They say that the queen is ill = Man ſagt, daß die Königin krank ſei.

Um zu bekommen: when the infinitive means *in order to* we must use um before it. It is worth while paying particular attention to the meaning of bekommen: it is very apt to mislead you.

Exercise 18 (*b*).

1. Um dieſes Land zu bekommen, muß man mit tapfern Rittern kämpfen. 2. Ich will auf dem Schiffe unter den Argonauten gehen. 3. Darf ich Ihren Bruder fragen, was ich thun ſoll? 4. Fliegen Sie durch die Luft, und bitten Sie Minerva, ihm einen Baum zu ſchenken. 5. Fremde dürfen nicht im Lande wohnen, wo das gute Schiff iſt. 6. Die Helden, welche auf dem Schiffe waren, konnten mit der Fauſt kämpfen. 7. Der böſe König ſollte Fremde nicht zu Boden ſchlagen. 8. Man nennt Jaſon und ſeine Freunde die Argonauten. 9. Sie könnten die Göttin ſehen, welche man Minerva nennt. 10. Jene Fremden kamen nach unſerem Lande, aber ſie können nicht durch die Luft fliegen. 11. Wo waren die zwei Helden, welche durch die Luft fliegen konnten? 12. Jaſon liebte ſeine Freunde und ſchenkte ihnen das Schiff, welches man Argo nennt. 13. Suchen Sie die Männer, welche den König tot ſchlugen, und töten Sie ſie. 14. Jaſon, deſſen Freunde man Argonauten nannte, mußte mit wilden Tieren kämpfen.

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Exercise 19 (*a*).

Thereafter (or after this), the Argonauts with their ship Argo came to a city Salmydessa. There lived a king called Phineus. He had angered Jupiter, and Jupiter in order to punish him struck him blind, and when he would sit down to table to eat, there came abominable big birds which were called (which man called) harpies. These harpies had a skin of iron like a coat of mail, and when the people of the blind Phineus shot or cut at them, they could not wound them. The harpies had also great sharp iron claws, with which they tore the people who wished to drive them off.

When now the food was served they came and dragged it off, and if they could not carry it all off, then they dirtied the dishes and the table that it stank quite abominably. Now since poor Phineus could never eat properly he was almost starving. When the heroes came to him he told them his misfortune and wept much and implored them to be so good as to help him. The heroes sat down with him to table, and when the food was brought in the harpies flew in also. Jason and his companions drew their (the) swords, and struck at them, this however was of no avail (helped nothing). The two sons of Boreas, Zetus and Kalais, who had wings sprang (swung themselves) into the air, then the harpies were dismayed and flew away, and the two heroes flew behind them. At last the harpies were tired and quite distressed and fell into the sea and were drowned. Then Zetus and Kalais came back, and now poor Phineus had peace and could eat.

Notes.

Wenn and als both mean when, but als means a definite occasion, wenn means an occasion that *may arise* or *usually arises*.

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Sie ſie: the first ſie is nominative and means the people, the second is accusative and means the harpies.

Womit: wo= is used exactly like da= with prepositions—womit = with which *or* wherewith, worin = in which *or* wherein, woran = on which *or* whereon, wovon = of which *or* whereof.

Observe: nichts = nothing, nicht = not, nein = no (in answer to a statement), kein = no (as an adjective).

So kamen auch die Harpyen hereingeflogen: in English we would say came *flying* in. The Germans prefer the Past Participle, came *flown* in.

Flogen hinter ihnen her—herfliegen a separable verb.

Exercise 19 (*b*).

1. Die Engländer reiſten auf dem kleinen Schiffe nach Amerika ab. 2. Die Schiffe wurden von den Soldaten, welche in der Stadt ankamen, weggeſchleppt. 3. Die zwei Männer (or die beiden Männer), welche Schwerter hatten, ſtanden auf und machten die Thüre zu. 4. Stehen Sie auf und fahren Sie fort. 5. Die Vögel werden das Eſſen nicht wegnehmen. 6. Als der König aufſtand, gingen die Soldaten nicht hinaus. 7. Warum ſetzten ſich die Gefährten des Fürſten mit dem Könige zu Tiſch? 8. Weil ſie die Vögel ſehen und wegjagen wollten. 9. Wer fiel in die See und ertrank? 10. Und nun hatten die böſen Männer keine Ruhe und konnten nicht eſſen. 11. Warum verhungerte der König beinahe? Weil ſeine Leute die böſen Vögel nicht wegjagen konnten. 12. Erzählen Sie ihnen Ihr Unglück, aber weinen Sie nicht. 13. Die wilden Tiere ſind mit ihren großen ſcharfen eiſernen Krallen angekommen. 14. Ich zog mein (or das) Schwert und ging aus, um die wilden Tiere zu töten.

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Exercise 20 (*a*).

1. He had read two books this winter (emphasis on the *two books*). 2. So passed the summer of 1819. 3. But perhaps thy father was ill (vielleicht, not aber, causes the inversion). 4. But the boy thought of his mother. 5. The sun had gone down and the children (were) in bed before the father saw his wife. 6. The soldier, however, could not sleep. 7. Yet I will not answer. 8. When I am ready I will tell him that he may come hither. 9. My father, who comes from Paris, must know it still better than you. 10. Why did he yet say that I have done right? 11. Here was the servant to whom I had given money. 12. We will buy the clothes in the city in the evening. 13. Accuse the wicked knight of cruelty. 14. My uncle has presented me with a book.

Exercise 20 (*b*).

1. Er ſagte ſeinem Vater alles. 2. Im Winter iſt er immer zu Hauſe. 3. Wer kam dieſen Morgen? 4. Geſtern ſah ich die Knaben, welche dieſen Morgen gekommen ſind. 5. Die Soldaten werden dem König ihre Schwerter geben. 6. Aber der König arbeitete, und ſeine Männer ſchliefen. 7. So war der König böſe, weil ſie ſchliefen. 8. Als die Feinde angekommen waren, war die Stadt verbrannt. 9. Wir leſen oft abends. 10. Endlich wiſſen wir die Wahrheit. 11. Jaſon hat ſeinen Feind des goldenen Vließes beraubt. 12. Er indeß konnte ſeinem Freunde ein Schiff ſchenken. 13. Die Sonne wird untergehen, ehe der tapfere Ritter ſein Schiff ſehen wird. 14. Wir arbeiteten den ganzen Morgen geduldig in der Schule. (This rather wooden form is given to illustrate the rules about the placing of adverbs of different kinds; but as we do not like to heap up a string of adverbs, it runs better: den ganzen Morgen arbeiteten wir geduldig in der Schule.)

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Exercise 20 (*aa*).

When the wind was favourable the heroes went off again on their ship Argo in order to sail to Colchis, and when they took leave of Phineus he embraced and kissed them and thanked them again and again (yet many times) that they had helped him out of his great distress, and in return (to the thank) he gave them a piece of good advice (a good counsel).

On the great sea over which they had to sail swam two great rocks, as icebergs swim in the sea where there is no summer at all but always winter. The rocks were high, and when they struck against one another they knocked into pieces everything that was between them. When fish swam in the water they (the rocks) struck them dead; and if birds flew through the air when the rocks crashed together they (the rocks) struck them (the birds) dead; and if a ship would sail through, then they drove together when the ship was in the middle, and knocked it into little bits, and (struck) all the men who were on it dead. Jupiter had placed the rocks in the sea so that no ship should come to Colchis. Now, however, Phineus knew that the rocks always drove wide apart after (when) they had struck together, and they always drove together when a fish would swim through, or a bird fly through, or a ship sail (pass) through.

On this account he gave the Argonauts a (piece of) wise counsel, and they did what he advised them, and came prosperously through, and I shall tell you how they managed (made) it.

Notes.

Dankte : danken is one of those verbs that govern the dative. In the last paragraph of Exercise 20 (*aa*) there are no

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fewer than three such verbs: geben, raten, erzählen. Geben differs from the others in that it governs an accusative as well.

Damit kein Schiff: here damit is translated *so that*, but its literal meaning is the same as usual. Jupiter had done a certain thing: *with this* no ship, etc.

Exercise 20 (*bb*).

1. Behalten Sie das Buch, welches mein Freund ihm zum Dank(e) gab. 2. Der Fürst erschrak vor den Tieren, weil er den König böse gemacht hatte. 3. Der Gott gebrauchte die Felsen, um die Schiffe zu zerbrechen, welche dazwischen kamen. 4. Deswegen entschied sich der junge Ritter, zu vergessen, was der König ihm gesagt hatte. 5. Der Franzose mußte sein Schiff zurücklassen, weil er nicht zwischen den Felsen durchsegeln konnte. 6. „Behalten Sie Ihr Schiff," sagte der König, „ich werde selbst durchsegeln." 7. Das Schiff des Königs konnte nicht widerstehen, als die Felsen zusammenschlugen. 8. Er hat nicht vergessen, was sein Vater ihm gesagt hatte, als er nach Irland abreiste. 9. Ich kann das Schiff nicht gebrauchen, um in dieser kalten See, wo gar kein Sommer ist, zwischen den Felsen durchzusegeln. 10. Ihr Sohn wußte nicht, daß die Felsen weit auseinander fahren mußten, also entschied er sich nicht hinzugehen. 11. Der König wird Felsen in die See setzen, damit Schiffe nicht nach London kommen sollten (könnten would suit even better here). 12. Der Schottländer sagte, daß er versuchen würde, es zu vollbringen. 13. Übersetzen Sie dieses Buch, oder Sie werden dem Könige mißfallen. 14. Gehen Sie durch die Stadt und danken Sie ihnen vielmals, daß sie mir aus meiner großen Not geholfen haben.

Exercise 21 (*a*).

1. You are mistaken, sir, I ~~do not~~ have it. 2. Let him speak. 3. To-day I will rejoice. 4. It cannot be done

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(literally: it allows itself not to do). 5. We got new clothes made. 6. I have been told that you have caught cold. 7. He has told the man to go. 8. Endeavour to help her. 9. He let himself be beaten by them. 10. The maidens have learnt to write. 11. I shall have patience to hear it. 12. He complained of the silly conduct (Esel means *an ass*) of his son. 13. It is to be regretted that he behaves himself so badly. 14. The king resolved not to have the houses built.

Exercise 21 (*aa*).

When they arrived where the rocks were swimming they (the rocks) lay far away from one another, and immediately began to come nearer each other. The Argonauts sailed straight to the middle, and when they (the Argonauts) were quite close in front of them (the rocks) one of the heroes stood far out on the bow (before the ship) and held a dove in his (the) hand, and let it fly. Now when anything living came between the rocks they had to strike together and then they drove wide apart again. The dove was swift, and the goddess Minerva helped her because it was a good dove: she (the dove) was quite white. When the rocks struck together only her tail was still between them, and this was torn from her, but the feathers soon grew again. Then the rocks now again drove wide apart from one another, and now all the heroes rowed with all their might and came safely (fortunately) through: when the rocks drove together again they only knocked off a little bit from the stern of the ship (behind from the ship). The dove settled (set herself) again on the ship, and was not angry with the Argonauts, and afterwards Minerva took it, and put it in the sky (heaven), and there it is now a beautiful constellation.

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Exercise 21 (*b*).

1. Der Amerikaner rühmt ſich, daß er ankommen wird, wo die Taube ihren ſchönen Schwanz verlor. 2. Die Felſen irrten ſich, als ſie ſich beeilten, die Helden zu töten. ✗3. Helden müſſen ſich gedulden, wenn ſie ſich wieder auf ihre Schiffe ſetzen wollen. 4. Wie befindet ſich der König dieſen Morgen? (This is accusative of time the same as die Nacht in Exercise 17 (*a*). 5. Die Feinde haben ſich entſchloſſen, grade auf die Mitte zuzuſegeln. ✗6. Erinnern Sie ſich der Taube, welche nun das ſchöne Sternbild iſt? ✗7. Sie müſſen geſchwind rennen, oder Sie werden ſich erkälten. ✗8. Die Deutſchen kamen an, alſo beeilten wir uns. 9. Nachher ſchlugen ſie nicht wieder auf die Felſen. 10. Die Helden beklagten ſich über die Felſen, welche zuſammenſchlugen. 11. Wir müſſen aus allen Kräften rudern, weil wir uns beeilen wollen. 12. Einer von den Soldaten benahm ſich ſehr tapfer. 13. Die Taube bemühte ſich geſchwind zwiſchen die Felſen zu fliegen. 14. Ich freute mich ſehr über das Buch, welches Sie mir ſchenkten.

Exercise 22 (*a*).

When the Argonauts had come safely through the Symplegades (rocks) they sailed (ran) at last into the river Phasis which flows through Colchis. Some remained on the ship, but Jason and Pollux and many other heroes went into the city where the king dwelt. The king was called Æetes, and had a daughter who was called Medea. Jason told King Æetes that Pelias sent them to bring the golden fleece, and begged him that he would give it him. Æetes did not wish to lose the fleece, and yet (also) could not refuse it to Jason, for it was decreed that he must give it up if one should come from Greece and demand it. So he told Jason he should have it, but he must beforehand yoke the brazen bulls to

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(before) a plough, and plough a great piece of land (field), and then sow the dragon's teeth.

Vulcan had made the brazen bulls: they walked (went), and moved themselves and lived like real bulls, but they blew fire out of the nostril and the mouth, and were much fiercer and stronger (still) than real bulls. On this account they had a stall built of big stones and iron, and were tied up in it with strong iron chains.

And when the dragon-teeth came under the ground, as corn comes under the ground, when it is sowed, iron men grew out of the earth with lances and swords, who slew him who had sowed them. So the king wished that the bulls should kill Jason, and if the bulls did not kill him, then (so) he thought that the iron men would do it.

Exercise 22 (*b*).

1. ich	liebe	komme	ſolle	wolle
2. du	liebeſt	kommeſt	ſolleſt	wolleſt
3. er	liebe	komme	ſolle	wolle
1. wir	lieben	kommen	ſollen	wollen
2. Sie	lieben	kommen	ſollen	wollen
2. ihr	liebet	komm(e)t	ſollet	wollet
3. ſie	lieben	kommen	ſollen	wollen
1. ich	liebte	käme	ſollte[1]	wollte[1]
2. du	liebteſt	kämeſt	ſollteſt	wollteſt
3. er	liebte	käme	ſollte	wollte
1. wir	liebten	kämen	ſollten	wollten
2. Sie	liebten	kämen	ſollten	wollten
2. ihr	liebtet	kämet	ſolltet	wolltet
3. ſie	liebten	kämen	ſollten	wollten

1. Einige von den Helden waren auf dem Schiffe geblieben, aber viele andere Helden waren in die Stadt gegangen. 2. Wir haben uns beeilt, das Schiff zu ſinken, aber nun iſt der Herr

[1] No modification.

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gekommen. 3. Der König ſchlug es Karl nicht ab, als er die Schwerter verlangte. 4. Ich werde ihm ſagen, daß er zuerſt die eiſernen Männer töten müſſe, welche aus der Erde heraus gewachſen ſind. 5. Er war gerannt, die ehernen Stiere anzuſpannen, um ein großes Feld zu pflügen. 6. Er hat geſchwind gepflügt, aber er iſt umgekommen. 7. Er iſt hergekommen, um mit viel böſern und ſtärkeren Männern zu kämpfen. 8. Der Mann wurde mit einer ſtarken eiſernen Kette gebunden. 9. Ein Soldat von (or aus) Frankreich lief in den Fluß ein, und verlangte das Vließ. 10. Der Gott wird eherne Stiere machen, um die Männer zu töten, welche angekommen ſind. 11. Meine Lanze und mein Schwert ſind zerbrochen. 12. Feuer kam aus der Naſe und dem Maul des ehernen Stiers. 13. Er iſt ſo ſchnell gelaufen, weil er ſeinen Freunden helfen wollte. 14. Er war den ganzen Morgen in ſeinem Zimmer geblieben, um zu ſtudieren.

Exercise 23 (*a*).

1. Thou told'st me all my friends were true to me. 2. If I already have life, how can I expect (look for or await) it. 3. They speak as if they were queens. 4. He had said that he was tired when he came into the house (the actual words that came out of his mouth were: "I was tired when I came," etc.). 5. For if he did it no man could believe it. 6. Work he (or *let him work*) ever so hard, he cannot do it. 7. If your philosophy has supplied no answer thereto can you expect one from a (female) fool. 8. Had the uncle known his nephew to be poor he would have helped him. 9. Permit the young man to remain here. 10. I think he is a true Berliner. 11. You think that he comes, but I know that he comes. 12. If one does one's duty one can do no more. 13. England expects that every man will do his duty (here the subjunctive would imply a doubt that is not creditable). 14. They spoke as if they knew not what they said.

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Exercise 23 (*b*).

1. Ich weiß nicht, ob er hier ist. 2. Wenn ich das Geld hätte, so wäre ich glücklich. 3. Er sprach, als wenn er ein König wäre. 4. Glauben Sie, daß mein Freund hier bleibt? 5. Sie glauben, daß er gut sei; ich weiß, daß er schlecht ist. 6. Der General sagte, daß er müde sei. 7. Sie schickte den Brief, damit ihr Freund es wüßte. 8. Sie sollten jenes Buch lesen. 9. Er sagte, daß sein Freund ihn gesandt habe, um den König zu sehen. 10. Geben Sie ihm sein Geld, wenn er ein Thor ist. 11. Wir hoffen daß Sie unser Haus lieben.[1] 12. Dank dem General wurde die Stadt gerettet. 13. Wären Sie der König selbst, Sie könnten es nicht thun. 14. Sie sollten schwer arbeiten, damit Sie Ihren Freunden helfen können.

Exercise 24 (*a*).

1. Permit me to read this book. 2. The soldiers serve the king faithfully. 3. He remains a fool. 4. The good sons helped their old father. 5. The teachers forbid the boys to play here. 6. This seems a very fine house. 7. He took from the pupil the apples which the teacher had bought. 8. Now I cannot believe you. 9. He always assists me. 10. It seems to me that he is very ill. 11. The hero needs a sword in order to kill his enemies. 12. The old man advised the youngster to thank the good master (or gentleman), but the youngster made fun of the advice. 13. My mother read aloud to me the whole story. 14. The long lances were very useful to the young knights. 15. The boy has become a waiter. 16. The queen would pardon her servant his blunder. 17. Show this lady the street where the old teacher lived. 18. The poor old professor owed nothing

[1] A more natural rendering would be: Wir hoffen, daß Ihnen unser Haus gefällt.

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to them. 19. He has given the children something good. 20. Where does the old man live who has lent me a book?

Exercise 24 (*aa*).

The king's daughter, Medea, saw Jason with her father and liked him, and it grieved her that Jason should perish. She could prepare magic juices, and she placed herself in a chariot which was yoked with winged serpents, and so she flew through the air and gathered herbs on many mountains and in valleys, on the banks of streams; and out of all these herbs she pressed the juice and prepared it, and then she went to Jason, without her father knowing it, and brought him the juice and told him that he should rub with it his face and his hands and arms and legs, and also his armour, his shield, his sword and his lance. Through this he became a whole day long much stronger still than all the other heroes, and fire did not burn him, and iron did not wound him and did not cut through his shield and his armour; but his sword and his lance cut and pierced through iron as if it were butter.

Note.—Es that ihr leid = it grieved her (see Lesson XXIX.).

Exercise 24 (*b*).

1. Der König hat seiner Tochter ihren Fehler verziehen. 2. Er giebt seinen Freunden sein Geld. 3. Sie wird Kräuter sammeln, um ihren Freunden zu helfen. 4. Die Säfte nützten den Helden. 5. Seine Freundin zeigte ihm die fliegenden Schlangen. 6. Sie sagte (erzählte) ihnen dieses Geheimnis. 7. Ihre Tante lieh ihm ein Buch. 8. Ihr Vater hat ihr geraten. 9. Die Helden waren den Schlangen nicht entlaufen. 10. Erlauben Sie mir, Ihnen zu helfen. 11. Mein Neffe dankte der Tochter des Königs. 12. Die Helden dienten dem Könige mit ihren Lanzen. 13. Der Engländer hat seinen Freunden beigestanden. 14. Dadurch konnte er den andern Helden dienen.

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Exercise 25 (*a*).

1. The prince was braver than the king. 2. The knight was not so wise as the goddesses. 3. Charles was the most wicked king in that land. ×4. He had loved her greatly. 5. I like it (gern haben = to be fond of; lieber haben = to be fonder of, to prefer). 6. We like bread better than butter; or, We prefer bread to butter. 7. I have seen more than you.× 8. The daughter was as bad as her father. 9. Now the sun rises earlier than formerly. ×10. The king gets up earliest. ×11. This way is longer than that. 12. The spectators were nobler than the courtiers. ×13. The knight's castle is higher than your house. 14. The king's throne is not quite so bright as the sun.

Exercise 25 (*aa*).

Then there was a day fixed on which Jason should yoke the brazen bulls and sow the teeth; and early in the morning, before the sun rose, came King Æetes with his daughter and his ministers, generals, chamberlains and courtiers, and placed himself upon his throne at the place where Jason was to plough; and the others placed themselves on benches, and all the people came from the town to see how things (it) would go, and the youngsters climbed up the trees in order to be able to see better.

Jason rubbed himself and his weapons with the juice as Medea had told him, and came to the place. The stall wherein the bulls were shut up stood on the place. Then the door was opened, and Jason went boldly in and was not dismayed. He loosened the bulls from the chain, and seized each with one hand by a horn, and dragged them out. The bulls roared quite dreadfully, and at the same time came from them fire out of the mouth and the nose, and as (so) much smoke as when a house burns or when

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Vesuvius spits fire. Then the wicked King Æetes rejoiced: but those among the spectators who were good, and saw that Jason was handsome and brave, were troubled and feared that he would die; for they did not know that Medea was (is) helping him. Jason pressed both bulls with the head to the ground; then they kicked with their hind feet, and Jason pressed so hard that they fell on their (the) knees.

Notes.

Die Jungen: adjectives are often used without the noun in German. When this happens the adjective itself is treated as a noun and written with a capital. Ein Alter = an old man, der Alte = the old man (Der Alte is a Knabe noun).

Als wenn: note the indicative, because the meaning is *as when*, not *as if*.

Die aber gut waren: we have in English, "who steals my purse steals trash". Here *who* really stands for two words, *he who*. In the same way die here is equal to two words, *those who*. The German words are diejenigen (those) welche (who). You will find more about diejenigen in next lesson.

Exercise 25 (*b*).

1. Die klügeren Jungen kletterten auf die höchſten Bäume. 2. Der ſchlechteſte König freut ſich, weil ſein armer Freund tot iſt. 3. Jaſon liebte Medea am meiſten. 4. Auf dem Platze ſtanden die edelſten Männer der Stadt. 5. Sie war die jüngſte von den Töchtern des Königs. 6. Die Thüren meines Hauſes ſind am beſten. 7. Der höchſte Baum iſt in meinem Garten. 8. Der tapferſte Ritter ging hinein. 9. Dieſer Weg iſt kürzer als der andere. 10. Je kürzer deſto beſſer. 11. Äetes war ſo dumm wie ſeine Stiere. 12. Die Hofleute ſtanden, wo die Straße am

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breiteſten war. 13. Die alten Männer ſetzten ſich auf die beſſeren Bänke. 14. Das Feuer iſt nicht ſo hell wie die Sonne.

Exercise 26 (*a*).

1. He has set loose his bulls, where are mine? 2. Jason's chain was shorter than that of Pollux. 3. That knight who can hold the bulls can afterwards yoke them. 4. Here is the same one who has ploughed the field. 5. Our cat and yours have run away. 6. We have given the money to the same boy. 7. Vulcan will catch the same bulls and take them away. 8. Your friend and mine would soon kill the snake. 9. They said that the king should give them the yoke. 10. Where are his gardener and my father's (that of my father)? 11. He wanted to run off without sowing the teeth. 12. Take the yoke off the bulls and set them loose. 13. On all sides were men who were stronger than he. 14. To my father and yours he gave all that he had.

Exercise 26 (*aa*).

The plough to which they had to be yoked was all (quite) of iron; this Pollux brought hither, and threw the yoke to them on the necks and a chain round the horns. Jason held them with the mouth and the nose firmly pressed to the earth, so that they could not blow. When Pollux was ready and the bulls yoked he sprang aside (away) quickly, and Jason now seized the chain in one hand and the handle of the plough in the other and let go the horns. The bulls sprang up and tried to (would) run away, but Jason held the chain so firmly that they had to go quite slowly and plough properly. When they were yoked the sun rose, and when it was midday Jason had ploughed the whole piece of ground. Then he took the yoke off the bulls and set (let or left) them free. The

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bulls were so dismayed that they ran away like a cat that has been whipped, and so they ran without looking about them to the mountains. There they would have set fire to the woods if Vulcan had not come and caught them and taken them away.

When Jason had finished with ploughing he went to King Æetes and told him to give him the teeth now (said that he should now give him the teeth). (The) Dragons and serpents have the whole mouth full (of) little teeth, and Æetes gave to Jason a brazen helmet quite full (of) teeth. Jason took them out with his hand, went up and down the field, and threw the teeth on all sides; and then he took a great spear and struck the clods, the big pieces of earth, small, and made the earth even, as the gardener does after (when) he has sowed. And thereafter he went away and lay down to rest till evening (till it would be evening), for he was very tired.

Note.—Und die Stiere angeſpannt: in dependent clauses it is quite permissible to omit the auxiliary verb, and let the Past Participle do all the work. Here waren is omitted.

Exercise 26 (*b*).

1. Die Stiere werden den Wald in Brand ſtecken. 2. Mein Freund war ebenſo bange wie der Ihrige. 3. Der König ſprang auf, um wegzurennen. 4. Gehen Sie in dem Zimmer hin und her, um mehr zu ſehen. 5. Er hat ein Buch in einer Hand und einen kleinen Spieß in der andern. 6. Sind Sie bereit zu ihm zu gehen? 7. Nehmen Sie die Zähne mit der Hand heraus, um ſie zu ſäen. 8. Faſſen Sie die Kette und halten Sie die wilden Stiere. 9. Warum war Jaſon müde? weil er ſo viel gearbeitet hatte. 10. Die Helden haben ein Schloß ganz voll Männer. 11. Als er nach der Stadt abgereiſt war, ging die Sonne auf. 12. Derjenige, welcher wegrennt, iſt nicht tapfer. 13. Sie haben ihre Katze und meine. 14. Wo iſt der Held, welcher dieſes Schloß in Brand geſteckt hat?

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Exercise 27 (*b*).

(*a*) Hundert und eins; (*b*) dreihundert fünfundachtzig; (*c*) hundert tausend; (*d*) dreihundert vierundsechzig tausend fünf hundert dreiundsiebzig; (*e*) vier tausend und vierzehn; (*f*) ein tausend achthundert neunundneunzig, or achtzehn hundert neunundneunzig; (*g*) ein tausend neun hundert, or neunzehn hundert; (*h*) drei Millionen zwei hundert und vier tausend vier hundert und zwei; (*i*) dreizehn tausend zweihundert und elf; (*j*) neun hundert neunundneunzig tausend neun hundert neunundneunzig.

Exercise 27 (*a*).

Towards sundown he came again to the field, and there the iron men were everywhere growing out. Some had grown out as far as the feet, others as far as the knees, others as far as the hips, others as far as below the shoulders; of some of them were seen (man saw) only the helmet and the forehead; as for the other parts they still stuck quite in the earth. Those who had their arms already out of the earth and could move shook their (the) spears, and slashed with their (the) swords. Some even got (made) their feet free and made for (would approach to) Jason.

Thereupon Jason did what his friend Medea had told him, took a great stone and cast it into the field in the midst of them. When the iron men saw it they sprang swiftly towards it (thither) in order to take it. I think it was a beautiful big piece of marble. At this they began to quarrel with one another, because each wished-to (would) have it, and to thrust and cut at one another, and as soon as one had freed his (the) feet from the earth he also ran thither, and so they struck each other dead. But Jason went about the field cutting the heads off those who were growing out. So all the iron men perished, and King Æetes was quite furious; but Medea and the heroes, and all (the) onlookers were greatly pleased.

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Exercise 27 (*bb*).

1. Als ich ihn sah, sprang ich bald hin. 2. Jason's Freundin Medea war für ihn so gut wie tausend Männer. 3. Ich werde meinen Hut nehmen und ihn unter sie werfen. 4. Darauf sagte er, daß ihre Spieße größer seien als diejenigen der Helden. 5. Die, welche den König sehen konnten, waren ganz fertig. 6. Er war vor Sonnenuntergang angekommen. 7. Die Männer warfen ihre Schwerter auf das Feld, und die anderen beeilten sich sie zu nehmen. 8. Viele von den eisernen Männern wollten auf Jason stechen und hauen. 9. Medea freut sich sehr, weil ihr Freund die Männer getötet hat. 10. Warum war der König Äetes rasend? Weil seine eisernen Männer Jason nicht geschlagen hatten. 11. Schütteln Sie Ihre Spieße und stoßen Sie mit Ihren Schwertern. 12. Jeder wollte dieses Buch haben, weil es besser war als die anderen. 13. Alle Soldaten, welche nach dieser Stadt reisen, kommen um. 14. Bald sah er allenthalben die tapferen Soldaten des Königs.

Exercise 28 (*a*).

On the following morning Jason went to King Æetes and demanded that he should give him the fleece; but the king did not give it to him, and told him to come back again (said that he should come back again). He made up his mind, however, to have Jason murdered (but he would let to murder Jason). Medea told Jason this, and told him also that he must himself fetch the fleece, else he would not get it.

The fleece was nailed to an oak, and at the foot of the oak lay a dragon who never slept and (who) ate up all men who wished to (would) touch the fleece, except King Æetes; and the dragon was immortal, so Medea could not help Jason to kill it (that he might strike it dead). The dragon was-fond-of (ate eagerly) sweet cakes, and Medea gave Jason cakes with honey, in them (there) she had

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put in a juice on account of which the dragon must fall asleep. Jason came with the cakes and threw them to him: the stupid dragon ate them all and immediately fell asleep. Jason stepped over him and with a pair of pincers pulled out the nail with which the fleece was fastened, and took the fleece down from the tree, threw his mantle over it and carried it to the ship. Medea came also, and became Jason's wife and went with him to Greece.

Exercise 28 (*b*).

1. Alle Jungen eſſen gern ſüße Kuchen. 2. Wir müſſen ſelbſt das Brot holen, wenn wir es bekommen wollen. 3. Er nahm ſeinen Mantel vom Tiſche, um ihn auf das Schiff zu tragen. 4. Niemand konnte Jaſon helfen, weil der Drache unſterblich war. 5. Ich kenne keinen Menſchen, welcher nie ſchliefe. 6. Warum ging Jaſon zum König? Um ſeine Tochter zu verlangen. 7. Gab er ihm ſeine Tochter? Ich denke, daß er ſie ihm nicht gab. 8. Der Drache wollte Jaſon freſſen aber das Tier ſchlief ein. 9. Nageln Sie das Vließ an die Eiche. 10. Er warf die Zange weg, womit er den Nagel ausgezogen hatte. 11. Wer hat dieſe Sachen angerührt? Das weiß ich nicht. 12. Medea zog es vor, mit Jaſon nach Griechenland zu gehen. 13. Die Drachen freſſen immer gern ſchöne junge Mädchen. 14. Wir haben einen Saft bekommen, wovon alle Männer einſchlafen müſſen.

Exercise 29 (*a*).

1. It angers him to see me. 2. It was warm in the house. 3. It was night when he had arrived. 4. Do you like the book which I sent you? 5. The general repented that he let the soldiers be killed. 6. I am well this morning. 7. I do not feel well in the morning. 8. It wearied the queen to hear her maidens. 9. There will soon be another war. 10. She is sorry to anger her old

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father. 11. It began to snow. 12. It avails them nothing to say that; we know the truth. 13. We wonder that he could say so much. 14. How did it happen that his house fell in? 15. It is understood that I can help no more. 16. I succeed in getting the things. 17. It follows that this must be true. 18. It might occur to him, perhaps, to come here. 19. If he did that then were there much ado about nothing. 20. There will be a fine opportunity if the king stays here.

Exercise 29 (*aa*).

Æetes thought the Argonauts would journey back with the Argo by the way (just as) they had come, and sent out many vessels in order to attack them. But they went another way and sailed up the great river Ister, and then the heroes carried the Argo into the Oceanus which flows round the whole earth and launched (put) the ship in it, and so they journeyed round the earth at its outer edge (outside) and came again to Iolkos. But the Colchians waited still by the Symplegades, which now stood fast, and since the Argo did not come at all they sailed back home, and King Æetes was exceedingly angry. For he had lost the fleece, and the brazen bulls and the dragon's teeth; and his daughter was also away and had taken all her jewels, and everybody (all people) laughed at him.

When Medea, with Jason, had arrived in Thessaly she made old Æson young again, so that his white hair became black again, and all his teeth came back (again), and he became strong as a young man, and now lived still many years. Pelias she killed, and Æson became king again in his stead.

Exercise 29 (*b*).

1. Schicken Sie einige Schiffe aus, um unſere Feinde anzugreifen. 2. Alle Leute ſahen, daß er nach Hauſe zurückkehrte.

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3. Gehen Sie einen andern Weg, um nach Ihrem Lande zu kommen. 4. Ich hoffe, daß Sie noch viele Jahre leben mögen. 5. Die Schiffe warteten auf Jason, aber er kam gar nicht. 6. Was hat der König verloren? Er hat alles verloren, was er liebte. 7. Warum lachten alle Leute den König aus? Weil er so böse war und so viel verloren hatte. 8. Sie freute sich sehr, daß ihre weißen Haare wieder schwarz wurden. 9. Als Jason und seine Frau in Griechenland angekommen waren, ließen sie den König töten. 10. Die Helden fuhren wieder nach Hause zurück. 11. Die Helden müssen ihr Schiff in den Okeanus tragen, um nach Griechenland zu fahren. 12. Ich werde ein Schiff ausschicken, um den Schmuck meiner Frau zu bekommen. 13. Welcher Fluß fließt um die ganze Erde? 14. Äetes ist erschrecklich böse, weil seine Leute die Argonauten nicht angreifen können.

Exercise 30 (*a*).

1. He arrived at six o'clock. 2. The sun rose at half-past three. 3. In May our friends will come from France. 4. On Sunday he always comes at a quarter to three. 5. What o'clock was it when you saw my old friend? 6. In winter the sun rises later than in summer. 7. There are four weeks in the month of February. 8. It is generally very dark in November. 9. It happened on the 24th August, 1879. 10. People do not work on Sundays. 11. They arrived here at a quarter to seven. 12. The sun is very strong at mid-day in July. 13. The year has twelve months or fifty-two weeks. 14. How many days has the month of October? It has thirty-one.

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37 Ritter Strasse,
Munich, *5th June*, 1901.

Mr. Karl Schulz,
Leipsic.

Sir,

With reference to your advertisement in the *Leipziger Zeitung* of the 2nd current, I venture to offer my services for the post of book-keeper now become vacant.

Already employed for many years in this capacity in one of the first export houses, I am thoroughly familiar with all the details (relations) of the export trade; and since I possess besides a good practical knowledge of English and French I can, if need be, undertake the correspondence in these languages.

Messrs. Schmidt & Rot, partners of the firm so named, with whom I am at present employed, are ready and willing to bear satisfactory testimony to my capacity and character; if desired I can also supply good references to former employers.

Should my application meet with a favourable reception I shall do all in my power to win your confidence and approval.

In the hope of a favourable reply

I am,
Yours respectfully,
Richard Müller.

---

8 Ross Strasse,
Leipsic, *10th April*, 1901.

Dear Friend,

I wonder greatly that I have not heard from you for so long, by so much the more that since receiving your latest letter of the third of last month I have twice

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written to you. It is to be hoped that your health is not troubling you again as last year. The news that you are thinking of making a journey to Italy has given me great pleasure, and I can only wish you joy of the rare pleasures which await you.

In our dear Saxony the spring is more than usually backward this year (lets itself be waited for longer than usual), but the green on the hedges and brushwood gives promise of the awakening of nature, and if only our beautiful woods are again covered with foliage it is as beautiful with us as anywhere on God's earth. When you have recovered from your severe winter's work, you must promise us to stay with us for a few days at least on your homeward journey. Your visit would give the greatest pleasure to us all, and though we cannot show either the art treasures or the natural beauties of Italy, yet our town has many a thing which makes a stay in it very pleasant. We have seen each other so seldom since our happy student days in Berlin, and our ways of life since then are so different that I really yearn for a hearty exchange of ideas with you.

For to-day a cordial good-bye; write soon.

Yours ever,

FRITZ NEUMANN.

ELIZABETH. What bring you, Davison?

DAVISON (*approaching gravely*). Thou hast commanded, O Queen——

ELIZABETH. What is it? (*As she is about to take the paper she shudders and draws back.*) O God!

BURLEIGH. Obey the voice of the people. It is the voice of God.

ELIZABETH (*undecided, struggling with herself*). O, my Lords, who tells me whether I hear really the voice of my

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whole people, the voice of the world! Ah, how deeply do I fear if I now obey the wish of the multitude that a quite different voice will make itself heard—yes, that even those who now forcibly drive me to the deed will blame me sternly when it is accomplished.

SHREWSBURY (*enters in great excitement*). They hasten thee unduly, queen. O stay thy hand, be resolute. (*At this moment he becomes aware of Davison with the document.*) Or has it come to pass? Has it in truth? I see a fatal sheet in yonder hand. Let it not for the present come before the eyes of my queen.

ELIZABETH. Noble Shrewsbury! I am constrained.

SHREWSBURY. Who can constrain thee? Thou art ruler. Here it behoves (thee) to show thy sovereignty. Bid silence to those rude voices that dare to lay constraint on thy royal will, to force thy decision. Fear, a blind madness, sways the people; thou thyself art grievously provoked, art beside thyself. Thou art but mortal, and at this time unfit to act as judge.

BURLEIGH. Judgment is already long ago decreed. It is now matter, not for judgment, but for execution.

KENT (*who on Shrewsbury's entrance has gone away, comes back*). The uproar increases. The people can be no longer restrained.

ELIZABETH (*to Shrewsbury*). You see how they urge me.

SHREWSBURY. I plead for delay only. This penstroke determines the happiness and peace of thy life. Long years hast thou considered it: shall the moment drive thee with it in the storm? But (a) short delay. Be thine own self. Await a calmer hour.

BURLEIGH (*vehemently*). Wait, waver, hesitate, till the kingdom stands in flames, till at last the enemy succeeds in delivering her murderous blow. Thrice has a God

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warded it off from thee; to-day it almost reached thee. To hope for a miracle yet once more is to tempt God.

SHREWSBURY. The God who by His wondrous hand has four times held thee safe, who to-day gave to the weak arm of the greybeard power to overcome a madman —He deserves trust. I will not now uplift the voice of justice, now is not the time; in this storm thou canst not hear it. Observe but this one thing! You tremble now before this living Mary. Not the living hast thou to fear. Tremble before the dead, the beheaded. She will rise from the grave, a goddess of discord, a spirit of vengeance to roam within thy kingdom and turn thy people's hearts from thee. At present the Briton hates this dreaded woman; he will avenge her when she is no more. In the lamented one he will no longer see the foe of his faith, only the descendant of his kings (the) sacrifice of hate and jealousy. Soon shalt thou learn the change. Pass through London when the bloody deed is done, show thyself to the populace that erstwhile swarmed exulting round thee: thou shalt see another England, another populace, for no longer surrounds thee the noble uprightness that won for thee all hearts. Fear, the dread accompaniment of tyranny, will move shuddering before thee, and make desolate every street you tread. You have done the final (wrong), the ultimate. Whose head stands firm when this anointed one has fallen!

ELIZABETH. Ah, Shrewsbury! To-day hast thou saved my life, hast turned from me the assassin's dagger. Why didst thou not let it run its course? So had this strife been ended, and released from all doubt, free from blame I should lie in my still grave. In truth I am weary of life and rule. If one of us queens must fall that the other may live—and otherwise it cannot be, that know I—then can not I be she who yields? My people may choose, I

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give them back their sovereignty. God is my witness that I have lived not for myself (but) only for my people's best. Do they hope from this flattering Stuart, the younger queen, more prosperous days, then willingly I descend from this throne and betake me back to the calm solitude of Woodstock where my unassuming youth was passed, where I, far from the vanity of earthly greatness, found nobility within myself. Indeed I am not made to be a ruler. The ruler must have a heart of steel (must be able to be hard), and mine is weak.

Notes.

Bringt ihr: here we have the form in ihr, which used to be used as the polite form, instead of Sie. In this passage du indicates profound reverence. The possessive adjective corresponding to ihr is euer, just as Ihr corresponds to Sie. Ihr Leben and euer Leben mean the same thing: the former is used continually in German, the latter only in poetry and intimate private life.

Das komme: subjunctive of command.

Augen: this is neuter by exception to the rule about dissyllables ending in -e.

Schweigen: this is the infinitive used as a noun.

Menſch: this word means *human being*, and therefore can be applied to a woman as well as to a man.

Vollziehen: this verb means *to carry out, accomplish*. It does not mean *execute* in sense of *beheading*.

Es der Feindin gelingt: it succeeds to the enemy to, etc.

Heut: the final -e is omitted, just as we omit syllables in poetry for the swing of the line. So with überwält'gen, blut'ge, heil'ge, müd'.

Hieße: past subjunctive. To hope for another wonder *were* to tempt God. For *were* the German has *were to be called* tempting God.

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Wunderhand: literally *wonderhand*, meaning, of course, the hand that works wonders, and is therefore itself a wonder.

Des Haſſes, etc.: the natural order is das Opfer des Haſſes und der Eiferſucht.

Daß ich nicht für mich: here the personal part of the verb is omitted—habe. So in the following lines we have the personal iſt omitted:—

Singe wem Geſang gegeben
In dem deutſchen Dichterwald.

Sing to whom song *is* given in the German Poetgrove.

Steigen: this nearly always means to mount *up*, but sometimes, as here, it means to descend.

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COMPLETE CONJUGATION OF THE REGULAR WEAK VERB.

Lieben, liebte, geliebt.

INDICATIVE.

Active.		*Passive.*
I love.	PRESENT.	I am loved.
1. ich liebe		ich werde geliebt
2. du liebſt		du wirſt geliebt
3. er liebt		er wird geliebt
1. wir lieben		wir werden geliebt
2. ihr liebet / Sie lieben		ihr werdet geliebt / Sie werden geliebt
3. ſie lieben		ſie werden geliebt
I loved.	IMPERFECT.	I was loved.
1. ich liebte		ich wurde geliebt
2. du liebteſt		du wurdeſt geliebt
3. er liebte		er wurde geliebt
1. wir liebten		wir wurden geliebt
2. ihr liebtet / Sie liebten		ihr wurdet geliebt / Sie wurden geliebt
3. ſie liebten		ſie wurden geliebt
	PERFECT.	
I have loved.		I have been loved.
1. ich habe geliebt		ich bin geliebt worden
2. du haſt geliebt		du biſt geliebt worden
3. er hat geliebt		er iſt geliebt worden
1. wir haben geliebt		wir ſind geliebt worden
2. ihr hab(e)t geliebt / Sie haben geliebt		ihr ſeid geliebt worden / Sie ſind geliebt worden
3. ſie haben geliebt		ſie ſind geliebt worden

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Pluperfect.

I had loved.	I had been loved.
1. ich hatte geliebt	ich war geliebt worden
2. du hatteſt geliebt	du warſt geliebt worden
3. er hatte geliebt	er war geliebt worden
1. wir hatten geliebt	wir waren geliebt worden
2. ihr hattet geliebt	ihr waret geliebt worden
2. Sie hatten geliebt	Sie waren geliebt worden
3. ſie hatten geliebt	ſie waren geliebt worden

Future.

I shall love.	I shall be loved.
1. ich werde lieben	ich werde geliebt werden
2. du wirſt lieben	du wirſt geliebt werden
3. er wird lieben	er wird geliebt werden
1. wir werden lieben	wir werden geliebt werden
2. ihr werdet lieben	ihr werdet geliebt werden
2. Sie werden lieben	Sie werden geliebt werden
3. ſie werden lieben	ſie werden geliebt werden

Future Perfect.

I shall have loved.	I shall have been loved.
1. ich werde geliebt haben	ich werde geliebt worden ſein
2. du wirſt geliebt haben	du wirſt geliebt worden ſein
3. er wird geliebt haben	er wird geliebt worden ſein
1. wir werden geliebt haben	wir werden geliebt worden ſein
2. ihr werdet geliebt haben	ihr werdet geliebt worden ſein
2. Sie werden geliebt haben	Sie werden geliebt worden ſein
3. ſie werden geliebt haben	ſie werden geliebt worden ſein

SUBJUNCTIVE.

Present.

I may love.	I may be loved.
1. ich liebe	ich werde geliebt
2. du liebeſt	du werdeſt geliebt
3. er liebe	er werde geliebt
1. wir lieben	wir werden geliebt
2. ihr liebet	ihr werdet geliebt
2. Sie lieben	Sie werden geliebt
3. ſie lieben	ſie werden geliebt

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Imperfect.

I might love.	I were loved.
1. ich liebte	ich würde geliebt
2. du liebteſt	du würdeſt geliebt
3. er liebte	er würde geliebt
1. wir liebten	wir würden geliebt
2. ihr liebtet	ihr würdet geliebt
2. Sie liebten	Sie würden geliebt
3. ſie liebten	ſie würden geliebt

Perfect.

I may have loved.	I may have been loved.
1. ich habe geliebt	ich ſei geliebt worden
2. du habeſt geliebt	du ſei(e)ſt geliebt worden
3. er habe geliebt	er ſei geliebt worden
1. wir haben geliebt	wir ſeien geliebt worden
2. ihr habet geliebt	ihr ſei(e)t geliebt worden
2. Sie haben geliebt	Sie ſeien geliebt worden
3. ſie haben geliebt	ſie ſeien geliebt worden

Pluperfect.

I might have loved.	I had been loved.
1. ich hätte geliebt	ich wäre geliebt worden
2. du hätteſt geliebt	du wäreſt geliebt worden
3. er hätte geliebt	er wäre geliebt worden
1. wir hätten geliebt	wir wären geliebt worden
2. ihr hättet geliebt	ihr wäret geliebt worden
2. Sie hätten geliebt	Sie wären geliebt worden
3. ſie hätten geliebt	ſie wären geliebt worden

Future.

I shall love.	I shall be loved.
1. ich werde lieben	ich werde geliebt werden
2. du werdeſt lieben	du werdeſt geliebt werden
3. er werde lieben	er werde geliebt werden
1. wir werden lieben	wir werden geliebt werden
2. ihr werdet lieben	ihr werdet geliebt werden
2. Sie werden lieben	Sie werden geliebt werden
3. ſie werden lieben	ſie werden geliebt werden

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Future Perfect.

	I shall have loved.	I shall have been loved.
1.	ich werde geliebt haben	ich werde geliebt worden ſein
2.	du werdeſt geliebt haben	du werdeſt geliebt worden ſein
3.	er werde geliebt haben	er werde geliebt worden ſein
1.	wir werden geliebt haben	wir werden geliebt worden ſein
2.	ihr werdet geliebt haben	ihr werdet geliebt worden ſein
	Sie werden geliebt haben	Sie werden geliebt worden ſein
3.	ſie werden geliebt haben	ſie werden geliebt worden ſein

CONDITIONAL.

Present.

	I should love.	I should be loved.
1.	ich würde lieben	ich würde geliebt werden
2.	du würdeſt lieben	du würdeſt geliebt werden
3.	er würde lieben	er würde geliebt werden
1.	wir würden lieben	wir würden geliebt werden
2.	ihr würdet lieben	ihr würdet geliebt werden
	Sie würden lieben	Sie würden geliebt werden
3.	ſie würden lieben	ſie würden geliebt werden

Past.

	I should have loved.	I should have been loved.
1.	ich würde geliebt haben	ich würde geliebt worden ſein
2.	du würdeſt geliebt haben	du würdeſt geliebt worden ſein
3.	er würde geliebt haben	er würde geliebt worden ſein
1.	wir würden geliebt haben	wir würden geliebt worden ſein
2.	ihr würdet geliebt haben	ihr würdet geliebt worden ſein
	Sie würden geliebt haben	Sie würden geliebt worden ſein
3.	ſie würden geliebt haben	ſie würden geliebt worden ſein

IMPERATIVE.

2.	liebe (or liebe du, for emphasis only)	werde geliebt
	liebet (liebet ihr, for emphasis only)	werdet geliebt
	lieben Sie (the ordinary form)	
3.	liebe er or er liebe	
1.	lieben wir (or wir wollen lieben)	

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INFINITIVE.

PRESENT.

To love.	To be loved.
lieben or zu lieben	geliebt werden

PERFECT.

To have loved.	To have been loved.
geliebt haben or geliebt zu haben	geliebt worden (zu) ſein

PARTICIPLES.

PRESENT.

Loving.	To be loved.
liebend (only used attributively)	zu liebend (only used attributively)

PAST.

Loved.

geliebt

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LIST OF STRONG VERBS, AND SUCH WEAK VERBS AS ARE IRREGULAR.

Those verbs which change the vowel in the second and third person singular are indicated by an asterisk; the vowel into which the original vowel is changed is placed after the infinitive. When the asterisk and vowel are placed within brackets it means that the change of vowel is not absolutely necessary. See Lesson XIV.

*backen, ä	buk (backte)	gebacken	to bake
bedingen	bedang	bedungen	to bargain, stipulate
*befehlen, ie	befahl	befohlen	to command, order
befleißen (ſich)	befliß	befliſſen	to apply oneself
beginnen	begann	begonnen	to begin
beißen	biß	gebiſſen	to bite
*bergen, i	barg	geborgen	to conceal, hide
(*)berſten, (i)	barſt or borſt	geborſten	to burst
bewegen	bewog	bewogen	to move, induce
biegen	bog	gebogen	to bend
bieten	bot	geboten	to bid, offer
binden	band	gebunden	to bind, tie
bitten	bat	gebeten	to beg, request
*blaſen ä	blies	geblaſen	to blow
bleiben	blieb	geblieben	to remain, stay
bleichen	blich	geblichen	to lose colour
(*)braten, (ä)	briet	gebraten	to roast
*brechen, i	brach	gebrochen	to break
brennen	brannte	gebrannt	to burn
bringen	brachte	gebracht	to bring
denken	dachte	gedacht	to think
dingen	dingte (dang or dung)	gedingt (or gedungen)	to bargain, hire

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*dreſchen, i	droſch	gedroſchen	to thrash
dringen	drang	gedrungen	to press onward, to urge
dürfen	durfte	gedurft	to be able, need, dare
*empfangen, ä	empfing	empfangen	to receive
*empfehlen, ie	empfahl	empfohlen	to recommend
erlöſchen	erloſch	erloſchen	to extinguish: to be extinguished
erſchallen	erſcholl	erſchollen	to sound
*erſchrecken, i	erſchrak	erſchrocken	to be frightened
erwägen	erwog	erwogen	to consider, reflect upon
*eſſen, i	aß	gegeſſen	to eat
*fahren, ä	fuhr	gefahren	to pass, to drive (in a vehicle)
*fallen, ä	fiel	gefallen	to fall
*fangen, ä	fing	gefangen	to catch
*fechten, i	focht	gefochten	to fight
finden	fand	gefunden	to find
*flechten, i	flocht	geflochten	to plait
fliegen	flog	geflogen	to fly
fliehen	floh	geflohen	to flee
fließen	floß	gefloſſen	to flow
*freſſen, i	fraß	gefreſſen	to devour (like a beast)
frieren	fror	gefroren	to be cold
gähren	gohr	gegohren	to ferment
gebären	gebar	geboren	to produce
*geben, ie	gab	gegeben	to give
gedeihen	gedieh	gediehen	to thrive
*gefallen, ä	gefiel	gefallen	to please
gehen	ging	gegangen	to go
gelingen	gelang	gelungen	to succeed
*gelten, i	galt	gegolten	to be worth
geneſen	genas	geneſen	to recover from illness
genießen	genoß	genoſſen	to enjoy
*geraten, ä	geriet	geraten	to fall into, turn out

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*geſchehen, ie	geſchah	geſchehen	to happen
gewinnen	gewann	gewonnen	to win, gain
gießen	goß	gegoſſen	to pour
gleichen	glich	geglichen	to be like, resemble
gleiten	glitt	geglitten	to glide
glimmen	glomm	geglommen	to sparkle
*graben, ä	grub	gegraben	to dig
greifen	griff	gegriffen	to grasp
haben	hatte	gehabt	to have
*halten, ä	hielt	gehalten	to hold, keep
*hangen, ä	hing	gehangen	to hang
hauen	hieb	gehauen	to hew, cut, strike
heben	hob	gehoben	to lift
heißen	hieß	geheißen	to be called, named
*helfen, i	half	geholfen	to help
keifen	keifte (kiff)	gekeift (gekiffen)	to chide
kennen	kannte	gekannt	to know
klieben	klob	gekloben	to cleave
klimmen	klomm	geklommen	to climb
klingen	klang	geklungen	to sound
kneifen	kniff	gekniffen	to nip
kommen	kam	gekommen	to come
können	konnte	gekonnt	to be able
kriechen	kroch	gekrochen	to creep
küren	kor	gekoren	to chose, elect
(*)laden (ä)	lud	geladen	to lade *or* load
*laſſen, ä	ließ	gelaſſen	to let, allow
*laufen, äu	lief	gelaufen	to run
leiden	litt	gelitten	to suffer
leihen	lieh	geliehen	to lend
*leſen, ie	las	geleſen	to read
liegen	lag	gelegen	to lie (down)
lügen	log	gelogen	to tell lies
mahlen	mahlte	gemahlen	to grind
meiden	mied	gemieden	to avoid
melken	molk (melkte)	gemolken (gemelkt)	to milk
*meſſen, i	maß	gemeſſen	to measure
mögen	mochte	gemocht	to be allowed, like

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müſſen	mußte	gemußt	to have to
*nehmen, i	nahm	genommen	to take
nennen	nannte	genannt	to name
pfeifen	pfiff	gepfiffen	to whistle
pflegen	pflegte (rarely pflog)	gepflegt (rarely gepflogen)	to foster, attend to
preiſen	pries	geprieſen	to praise
*quellen, i	quoll	gequollen	to swell
rächen	rächte (sometimes roch)	gerächt (sometimes gerochen)	to revenge
*raten, ä	riet	geraten	to advise
reiben	rieb	gerieben	to rub
reißen	riß	geriſſen	to tear
reiten	ritt	geritten	to ride
rennen	rannte	gerannt	to run
riechen	roch	gerochen	to smell
ringen	rang	gerungen	to wrestle
rinnen	rann	geronnen	to run
rufen	rief	gerufen	to call
ſalzen	ſalzte	geſalzen or geſalzt	to salt
*ſaufen, äu	ſoff	geſoffen	to drink (like an animal)
ſaugen	ſog	geſogen	to suck
ſchaffen	ſchuf	geſchaffen	to create
ſcheiden	ſchied	geſchieden	to separate, depart
ſcheinen	ſchien	geſchienen	to shine, appear
*ſchelten, i	ſchalt	geſcholten	to scold
ſcheren	ſchor	geſchoren	to shear
ſchieben	ſchob	geſchoben	to shove
ſchießen	ſchoß	geſchoſſen	to shoot
ſchinden	ſchund (ſchindete)	geſchunden	to flay
*ſchlafen, ä	ſchlief	geſchlafen	to sleep
*ſchlagen, ä	ſchlug	geſchlagen	to strike
ſchleichen	ſchlich	geſchlichen	to slink, sneak
ſchleifen	ſchliff	geſchliffen	to grind
ſchleißen	ſchliß	geſchliſſen	to slit
ſchließen	ſchloß	geſchloſſen	to shut, close
ſchlingen	ſchlang	geſchlungen	to twist, wind

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ſchmeißen	ſchmiß	geſchmiſſen	to strike, smite
*ſchmelzen, i	ſchmelz	geſchmolzen	to melt
ſchnauben	ſchnob	geſchnoben	to snort
ſchneiden	ſchnitt	geſchnitten	to cut
ſchrauben	ſchraubte (ſchrob)	geſchraubt (geſchroben)	to screw
ſchreiben	ſchrieb	geſchrieben	to write
ſchreien	ſchrie	geſchrieen	to cry
ſchreiten	ſchritt	geſchritten	to stride, step
ſchwären	ſchwor	geſchworen	to fester
ſchweigen	ſchwieg	geſchwiegen	to be silent
*ſchwellen, i	ſchwoll	geſchwollen	to swell
ſchwimmen	ſchwamm	geſchwommen	to swim
ſchwinden	ſchwand	geſchwunden	to disappear
ſchwingen	ſchwang	geſchwungen	to swing
ſchwören	ſchwor	geſchworen	to swear
*ſehen, ie	ſah	geſehen	to see
*ſein	war	geweſen	to be
ſenden	ſandte (ſendete)	geſandt (geſendet)	to send
ſieden	ſott	geſotten	to seethe, boil
ſingen	ſang	geſungen	to sing
ſinken	ſank	geſunken	to sink
ſinnen	ſann	geſonnen	to think
ſitzen	ſaß	geſeſſen	to sit
ſollen	ſollte	geſollt	shall, to owe, be obliged
ſpalten	ſpaltete	geſpalten	to split
ſpeien	ſpie	geſpieen	to spit
ſpinnen	ſpann	geſponnen	to spin
*ſprechen, i	ſprach	geſprochen	to speak
ſprießen	ſproß	geſproſſen	to sprout
ſpringen	ſprang	geſprungen	to spring, leap
*ſtechen, i	ſtach	geſtochen	to stab, sting, pierce
ſtehen	ſtand	geſtanden	to stand
*ſtehlen, ie	ſtahl	geſtohlen	to steal
ſteigen	ſtieg	geſtiegen	to mount, rise
*ſterben, i	ſtarb	geſtorben	to die
ſtieben	ſtob	geſtoben	to dust

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ſtinken	ſtank	geſtunken	to stink
*ſtoßen, ö	ſtieß	geſtoßen	to thrust, push
ſtreichen	ſtrich	geſtrichen	to strike
ſtreiten	ſtritt	geſtritten	to fight, contend
thun	that	gethan	to do
*tragen, ä	trug	getragen	to carry, bear
*treffen, i	traf	getroffen	to hit, strike, meet
treiben	trieb	getrieben	to drive
*treten, i	trat	getreten	to tread
triefen	troff	getroffen	to drop
trinken	trank	getrunken	to drink
*verderben, i	verdarb	verdorben	to spoil
verdrießen	verdroß	verdroſſen	to grieve
*vergeſſen, i	vergaß	vergeſſen	to forget
verlieren	verlor	verloren	to lose
(*)verlöſchen (i)	verloſch	verloſchen	to be extinguished
verwirren	verwirrte	verwirrt (verworren)	to complicate, confuse
*wachſen, ä	wuchs	gewachſen	to grow
*wägen / wiegen	wog	gewogen	to weigh
*waſchen, ä	wuſch	gewaſchen	to wash
weben	webte (wob, poet.)	gewebt (gewoben, poet.)	to weave
weichen	wich	gewichen	to yield, give way
weiſen	wies	gewieſen	to show
wenden	wandte (wendete)	gewandt (gewendet)	to turn
*werben, i	warb	geworben	to enlist, woo
werden	wurde (ward)	geworden	to become, grow
*werfen, i	warf	geworfen	to throw
winden	wand	gewunden	to wind
wiſſen	wußte	gewußt	to know
wollen	wollte	gewollt	to will, be willing
zeihen	zieh	geziehen	to accuse
ziehen	zog	gezogen	to draw
zwingen	zwang	gezwungen	to force, compel

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VOCABULARY.

Every noun has its mode of declension indicated in brackets after it. The plural is separated from the singular by a colon (:). If there is no change in the plural this is indicated by — ; if the plural is marked by Umlaut only this is marked " after the colon. To see how the thing works look up one or two nouns that you know: Land, Sohn, Apfel, Rose. In feminine nouns only the plural is given. In some feminine nouns no mark is given at all. This means that these nouns have no plural.

Sp. means separable.

For simple (*i.e.*, uncompounded) irregular verbs, see preceding List.

Abend (s : e), m., evening
abends, in the evening
aber, but
abhauen, sp., to cut off *or* strike off
abnehmen, sp., to take away
abreisen, sp., to set out
abscheulich, horrible, abominable
Abschied (s *or* es : e), m., departure
abschlagen, sp., to knock off, to refuse
all, all
allenthalben, on all sides, everywhere
als, when, than
also, so, thus, therefore
alt, old
Altar (s : " e), m., altar
Amt (es : " er), n., office
anbieten, sp., to offer
anbinden, sp., to fasten, tie, chain up
ander, other

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aneinander, together
anfangen, sp., to begin
angenehm, pleasant
angreifen, sp., to set upon, attack, seize
Angſt (" e), f., alarm, distress
anklagen, sp., to accuse
ankommen, sp., to arrive
ankündigen, sp., to announce, give warning
Annonce (n), f., advertisement
anrühren, sp., to touch, touch upon
anſpannen, sp., to harness, to yoke
anſpruchlos, modest, unassuming
anſtrengen, sp., to strain, force
anthun, sp., to put on, inflict, offer
Antwort (en), f., answer; -en, to answer
Apfel (ö : "), m., apple
arbeiten, to work
ärgern, to make worse, vex, anger
arm, poor; Arm (es : e), m., the arm
aufeinander, one upon another
Aufenthalt (ö), m., stay, abode
aufgehen, sp., to go off, break up
aufhören, sp., to cease
Auflauf (es : " e), m., mob, riot, uproar
Aufnahme (n), f., reception
aufſchließen, sp., to unlock, open, disclose
Aufſchub (ö), m., delay, respite
aufſpringen, sp., to split asunder, go apart
aufſtehen, sp., to stand up, rise
auftragen, sp., to carry up, serve up
aufweiſen, sp., to show forth, exhibit
Auge (ö : n), n., eye
Augenblick (es : e), m., moment
ausdrücken, sp., to squeeze out, express
auseinander, apart, asunder
Ausfuhrhandel (ö :), m., export trade
ausgehen, sp., to go out, start
Auskunft (" e), f., intelligence, information

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auslachen, sp., to laugh at
ausruhen, sp., to rest
ausschicken, sp., to send out
außer, except, beside
außerdem, besides, moreover
außen, outside
ausspannen, sp., to unharness, unyoke

Bach (es : ¨e), m., brook
bald, soon
Band (es : ¨er), n., ribbon *or* strap
bändigen, to restrain, subdue
bange, dismayed, afraid
Bank (¨e), f., bench
Baum (es : ¨e), m., tree
bedenken, to consider, think
beeilen (sich), to hasten
befinden (sich), to find oneself, to be
befriedigen, to satisfy
begegnen, to meet
Begleitung (en), f., accompanying
behalten, to retain, maintain
behandeln, to handle, manage, treat
bei, with, at
beide, both
Bein (es : e), n., leg
beinahe, almost
beistehen, sp., to stand by, help
beklagen sich, to complain, lament
bekommen, to get, obtain, receive
belauben, to cover with leaves
bemühen sich, to take trouble, be at pains
bereit, ready
Berg (es : e), m., mountain
berühren, to touch, be near
beschäftigen, to occupy, employ
beschmutzen, to dirty, soil
besiegen, to conquer

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beſitzen, to possess
beſpannen, to harness, yoke
beſtimmen, to fix, appoint, decide
Beſuch (es : e), m., visit
betragen ſich, to conduct oneself
betrüben, to trouble, grieve, cast down
bewegen, to move; Bewegung (en), f., movement
Bewerbung (en), f., application, solicitation
Bezugnahme, f., reference
Biene (n), f., bee
billig, cheap
bis, till
Blatt (es : "er), n., leaf, sheet
blau, blue
blind, blind
Blume (n), f., flower : "chen (s : —) n., little flower
blutig, bloody
Boden (s : "), m., ground
böſe, wicked, angry
Brand (es : "e), m., fire
breit, broad, wide
Brief (es : e), m., letter
Brot (es : e), n., bread
Brücke (n), f., bridge
brüllen, to roar, bellow
Buch (es : "er), n., book
Buchhalter (s : —), m., book-keeper
Butter, f., butter

Charakter (s : e), m., character
Chef (s : s), m., chief, principal

da, then *or* there, since
Dank (es), m., thank *or* thanks; -en, to thank
dann, then
dazwiſchen, between these
denn, for
deswegen, on this account

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Diamant (s *or* en : en), m., diamond
dicht, thick, close
dienen, to serve; -er (s : —), m., servant
Dienſt (es : e), m., service
Ding (es : e), n., thing
Dolch (es : e), m., dagger
Dorf (es : ¨er), n., village
dort, there
Drache (n : n), m., dragon
drängen, to press, crowd, urge, oppress
drücken, to press, crush
dumm, stupid; -heit, f., stupidity
dunkel, dark
durchfahren (sp. when intrans.), to drive through, pass through
durchfliegen (sp. when intrans.), to fly through
durchſchwimmen (sp. when intrans.), to swim through
durchſegeln, to sail through
durchziehen, sp., to go through, traverse

eben, even, flat
ebenſo, just as (much)
echt, genuine, real
edel, noble
Edelſtein (s : e), m., noble stone, jewel
ehe, before
ehern, brazen
Ei, (es : er), n., egg; -chen, little egg
Eichbaum (es : ¨e), m., oak tree
Eiche (n), f., oak
Eiferſucht, f., jealousy
Eigenſchaft (en), f., capacity, quality
eilen, to hasten
einander, each other, one another
einfallen, sp., to fall in, invade, occur
einfangen, sp., to catch
einige, some
einladen, sp., to invite, summon
einlaufen, sp., to enter (a port or river)

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einmal, once
Einſamkeit, f., solitude
einſchlafen, sp., to fall asleep
einſperren, sp., to shut in
eintreten, sp., to enter
Eisberg (es : e), m., iceberg
Eiſen (s), n., iron
eiſern, of iron
Empfang (s : "e), m., receipt, reception
empfangen, to take, receive, welcome
empfinden, to feel, perceive
enden, to end; -lich, at last, finally
Enkeltochter, f., granddaughter
entfernen, to remove, ward off
entgehen, to get away from, escape
enthaupten, to behead
entlaufen, to make off, escape
entſcheiden, to decide, decree, determine
entſchließen (ſich), to make up one's mind, resolve
entſetzlich, terrible, dreadful
entweder, either
erblicken, to catch sight of
Erde (n), f., earth
Erdengröße, f., earthly greatness
erdreiſten ſich, to presume, dare
erfahren, to learn
ergebenſt, most devoted, most humble
ergreifen, to seize
erheben, to heave, lift
erhellen, to lighten up
erholen (ſich), to recover
erinnern (ſich), to remember
erkälten (ſich), to catch cold
erkennen, to know, recognise
erlauben, to permit
ermorden, to murder
ernſthaft, earnestly, gravely
erſchrecken, to frighten: intrans. to be frightened

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erſtehen, to arise
erteilen, to grant, to give
Erwachen, (s), n., awakening
erwarten, to await, expect
Erwartung, (en), f., waiting, expectation
erwerben, to gain, win
erzählen, to relate, tell
Eſelei, (en), f., stupid conduct
etwas, something, anything
Exportgeſchäft (es : e), n., export business

Fähigkeit (en), f., capacity, ability
Fahrt (en), f., journey, passage
fällen, to pass sentence, to decree
faſſen, to seize
Fauſt (" e), f., fist
Feder (n), f., feather, pen; -zug (s : " e), m., stroke of the pen
fehlen, to be at fault, to lack; -er (s : —), m., a fault
Feind (es : e), m., enemy
Feld (es : er), n., field
Fels (en : en), m., rock, or Felſen (s : —)
Fenſter (s : —), n., window
fern, far, distant
fertig, ready
feſt, firm
feſthalten, sp., to hold fast, arrest, cling to
feſtſtehen, sp., to stand firm
feucht, damp
Feuer (s : —), n., fire
Firma (men), f., firm
Fiſch (es : e), m., fish
Flamme (n), f., flame
Flügel (s : —), m., wing
Fluß (es : " e), m., river
folgen, to follow
fordern, to demand, ask for
fortfahren, sp., to travel on, continue
fortreiten, sp., to ride on

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fragen, to ask (as a question)
Frau (en), f., a wife, woman
Fräulein (s :—), n., young lady, miss
frei, free, vacant
Fremde (en : en), stranger
Freude (n), f., joy, gladness
freuen ſich, to rejoice
Freund (es : e), m., friend ; -in (nen), f., friend
Freundſchaft, f., friendship
Friede (ns : n), m., peace
Fröhlichkeit, f., joyfulness
Frucht (" e), f., fruit
früh, early
fürchten, to fear
Fürſt (en : en), m., prince
fürwahr, in truth, forsooth
Fuß (es : " e), m., foot

Gabel (n), f., fork
ganz, all, whole, quite
gar, very
Garten (s : "), m., garden
Gärtner (s :—), m., gardener
Gaſtmahl (s *or* es : " er), n., feast
Gatte (en : en), m., husband
Gebäude (s : —), n., building
gebrauchen, to use, make use of
Gedankenaustauſch (es), m., exchange of ideas
gedenken, to think of
geduldeu (ſich), to have patience
geduldig, patient
gefährlich, dangerous
Gefährte (n : n), m., companion
gegenwärtig, at present
Geheimnis (ſſes : ſſe), n., secret
gehorchen, to obey
Geld (es : er), n., money, coin
Gelegenheit (en), f., occasion, opportunity

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Gemüt (es : er), n., mind, soul, disposition
gemütlich, kindly, hearty
Genuß (ſſes : " ſſe), m., enjoyment, pleasure
Gerechtigkeit, f., righteousness, justice
gern, with pleasure, willingly
Geſchäft (es : e), n., business, employment
Geſchenk (es : e), n., present, gift
geſchickt, adapted, fit, clever
geſchwind, quickly
Geſell [(e) n : en], m., companion, comrade
Geſicht (es : er *or* e), n., sight, vision, face, look
Geſträuch (-es : e), n., shrubs, bushes
Geſundheit, f., health
gewahr, aware of
gewaltſam, powerfully, strongly
Gewitter (s : —), n., thunderstorm, tempest
gewöhnlich, usual, ordinary, customary
glauben, to believe
gleich, level, equal, like, immediately
gleichnamig, bearing the same name
Glück (es), n., luck, fortune; -lich, fortunate
Gott (es : " er), m., God
Göttin (nen), f., goddess
Grab (es : " er), m., grave, tomb
grade, straight, just, exactly; usually written gerade
Grauſamkeit, f., cruelty
greis, hoary; as noun (ſes : ſe), m., old man
groß, tall, big, great
Gruft (" e), f., grave, vault
grün, green
gründlich, thorough, fundamental
günſtig, favourable
gut, good
gütig, kind, kindly

Haar (es : e), n., hair
Hand (" e), f., hand
harren, to wait in hope of, wait for

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hart, hard, stern
Haß (ſſes), m., hate; -en, to hate
Haupt (es : "er), n., head, leader
Haus (ſes : "er), n., house
Haut ("e), f., hide, skin
Hecke (n), f., hedge
heilig, holy, sacred
Held (en : en), m., hero
hell, bright, clear
Helm (es : e), m., helmet
herabnehmen, sp., to take down
heraus, out, from within
herausnehmen, sp., to take out
herauswachſen, sp., to grow out
herbeibringen, sp., to bring near
hereinbringen, sp., to bring in
hereinfliegen, sp., to fly in
hergeben, sp., to give up
hernach, afterwards
Heros (sing. indeclin. : Heroen), m., hero, demigod
Herr [n : en], m., master, gentleman, sir
herrlich, lordly, glorious, noble
herrſchen, to rule, be master of
Herrſcherin (nen), f., ruler
herum, about, around
herumgehen, sp., to wander about, go around
herunter, down, downward
Herz (ens : en), n., heart, breast; -lich, heartily
herziehen, sp., to march hither, move to a place
heute, to-day
hier, here
Himmel (s : —), m., heaven, sky
hinein, in, into
hineinthun, sp., to put into
hinlegen (ſich), sp., to lie down
hinſpringen, sp., to rush up
hinter, behind
Hinterfuß (es : "e), m., hind foot

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hinterlaſſen, to leave, bequeath
hinwerfen, sp., to throw down
hoch, high
hochachtungsvoll, most respectful(ly)
hoffen, to hope
hoffentlich, it is to be hoped
Hofleute (pl.), court people, courtiers
höflich, polite
Hoheit (en), f., highness, high rank, nobility
holen, to fetch
Honig (s), m., honey
hören, to hear
Horn (es : ¨er), n., horn, bugle
Hüfte (n), f., hip, haunch
Hut (es : ¨e), m., hat

immer, always, ever
indem, just now, whilst, since
indeſſen, whilst, however; meanwhile
Inhaber (s : —), m., possessor, partner
Inſel (n), f., island
irgendwo, anywhere, at any place, somewhere
irren (ſich), to make a mistake, to go wrong
Irrtum (s : ¨er), m., error

ja, yes
jagen, to hunt
Jahr (es : e), n., year
jammern, to lament, mourn, complain
jedermann (s), everybody
jedoch, yet, still
jemand ((e)s), anybody, somebody
jetzt, now, at this time
Joch (es : e), n., yoke
jubeln, to rejoice, exult
Jugend, f., youth
jung, young
Jüngling (s : e), m., youngster, stripling

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Käfig (s *or* es : e), m., cage
Kamerad (en : en), m., comrade
Kammerherr (en), m., chamberlain
kämpfen, to fight, struggle
Katze (n), f., cat
kaufen, to buy
kaum, scarcely
kehren, to turn
kein, no (followed by a noun)
Kellner (s : —), m., waiter
Kenntnis (nisse), f., knowledge
Kette (n), f., chain
Kind (es : er), n., child; -lein (s : —), baby
Kirche (n), f., church
klagen, to complain
Kleid (es : er), n., garment, dress
klein, little
klettern, to climb
klug, wise, discreet
Knabe (n : n), m., boy
Knie [(e) s : e], n., knee
kochen, to boil, cook
König (s : e), m., king; -in (nen), f., queen
Königreich (s : e), n., kingdom
Kopf (es : ″ e), m., head
Korn (s : —), n., corn, grain
Kraft (″ e), f., strength
Kralle (n), f., claw
krank, ill
Kraut (es : ″ er), n., herb, plant
Krieg (es : e), m., war
Kuchen (s : —), m., cake, tart
Kuh (″ e), f., cow
Kunstschätze, m. pl., art treasures
küssen, to kiss

lachen, to laugh
Land (es : ″ er), n., land, country

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lang, long
langſam, slow, backward
langweilen, to weary
Lanze (n), f., lances
Lärm (es), m., noise, fuss
Lauf (es : " e), m., course, career
leben, to live
leben'dig, living, alive
Lebensweg (es : e), m., way of life
ledig, empty, free, unencumbered
Lehrer (s : —), m., teacher
Leib (es : er), m., body
leicht, light, easy
leid, painful, disagreeable
leiſten, to accomplish, afford, give
lernen, to learn
letzt, last
Leute (pl.), people
lieb, dear, esteemed
lieben, to love
Liebling (s : e), m., darling
Lied (es : er), n., song, lay
losfriegen, sp., to get free, struggle loose
loslaſſen, sp., to set free
losmachen, sp., to make free
Löwe (n : n), m., lion
Luft (" e), f., air

machen, to make, cause, do
Macht (" e), f., might, power
Mädchen (s : —), n., maiden
Magd (" e), f., maid, maid-servant
Majeſtät (en), f., majesty
man, people, one, they
mancher (-e -es), many a
Mann (es : " er), m., man
Mantel (s : "), m., mantle, cloak
Marmorſtein (s : e), m., marble stone

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Maſt (es : en), m., mast, pole
Mauer (n), f., wall
Maul (s : "er), n., mouth (of beasts)
Meer (es : e), n., sea
mehr, more
Melodie' (en), f., melody
Menge (n), f., multitude, many
Menſch (en : en), m., man, human being
Meſſer (s : —), n., knife
Metall (s : e), n., metal
Miniſter (s : —), m., minister
mißfallen, to displease, be disagreeable to
Mittag (s : e), m., noon
mittags, at noon, at midday
Mitte (n), f., middle; mitten in, in the midst
Mitteilung (en), f., intelligence, communication
möglich, possible
Monat (s : e), m., month
Mörder (s : —), m., murderer
Mordſtreich (es : e), m., murder-stroke, murderous deed
Morgen (s : —), m., next day, to-morrow
morgens, in the morning
müde, tired, weary
Mühſal, f., toil, distress
Mut (es), m., disposition, courage, spirit
mutig, courageous, spirited

Nachbar (s : n), m., neighbour
Nachbarin (nen), f., neighbour
nachher, afterwards
nachſchleppen, sp., to drag after, trail after
Nacht ("e), f., night
Nacken (s : —), m., neck
Nadel (n), f., needle
Nagel (s : "), m., nail; -n, to nail
nahe, near
Name (ns : n), m., name
Narr (en : en), m., fool

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Naſe (n), f., nose
Natur (en), f., nature
Naturſchönheit (en), f., beauty of nature
Neffe (n : n), m., nephew
nein, no
nicht, not
nichts, nothing
nie, never
niemals, at no time
niemand ((e)s), nobody
noch, yet *or* still
Not (" e), f., need
nötigenfalls, in case of need
nur, only
nützen, be of use

Ob, whether, if
obgleich, although
oder, or
ohne, without
Onkel (s : —), m., uncle
Opfer (s : —), m., sacrifice; -n, to sacrifice
ordentlich, properly, in order

Panzer (s : —), m., coat of mail
Pferd (es : e), n., horse; -chen (s : —), n., little horse
Pflicht (en), f., duty
Pflug (es : " e), m., plough; -en, to plough
Philoſophie', f., philosophy
Platz (es : " e), m., place, public square
Poeſie', f., poetry
Poſten (s : —), m., post, situation
praktiſch, practical
Profeſſor (s : en), m., professor

Rachegeiſt (es : er), m., avenging spirit
rächen, to avenge
raſend, raving, furious, mad

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Rat (es), m., counsel, advice
Rauch (es), m., smoke
rauchen, to smoke
recht, right, very
Referenz' (en), f., reference
Regen (s : —), m., rain
regieren, to rule, direct
regnen, to rain
reiben, to rub
Reich (es : e), m., kingdom, realm
Reinheit, f., purity
Reise (n), f., journey
reisen, to travel
retten, to rescue
richten, to arrange, bring to order, judge
Ritter (s : —), m., knight
Rock (es : " e), m., coat
roh, raw, rough, coarse
Rose (n), f., rose
rot, red
Rückreise (n), f., return journey
rudern, to steer
Ruhe, f., rest
ruhig, restful, quiet
rühmen (sich), boast
Rüstung (en), f., armour

Sache (n), f., thing
säen, to sow
Saft (es : " e), m., juice
sagen, to say
sammeln, to collect, gather
säumen, to delay, tarry, hesitate
schaudern, to shudder
schauern, to shudder, shiver
scheinen, to seem
schenken, to present, make a present of
schicken, to send

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Schiff (es : e), n., ship
Schild (es : e), m., shield
Schlacht (en), f., battle
Schlag (es : " e), m., blow
Schlange (n), f., snake, serpent
ſchlecht, bad
Schloß (ſſes : " er), n., castle
Schlüſſel (s : —), m., key
ſchmeichleriſch, flattering
ſchmerzen, to pain, to be painful
Schmuck (es), m., ornament, jewels
ſchmutzig, dirty
ſchnell, quick, swift
Scholle (n), f., clod
ſchon, already
ſchön, fine, beautiful
ſchonen, to be sparing of
ſchrecklich, horrible, terrible
Schrift (en), f., writing, manuscript
Schuh (es : e), m., shoe
Schüler (s : —), m., pupil
Schulter (n), f., shoulder
Schüſſel (n), f., dish
ſchütteln, to shake
ſchwach, weak
Schwanz (es : " e), m., tail
ſchwarz, black
ſchwer, hard, difficult
Schwert (es : er), n., sword
Schweſter (n), f., sister
See, f., sea
ſegeln, to sail
ſehnen, to long for
ſehr, very
ſeitdem, since then
Seite (n), f., side
ſelten, rare, scarce
ſetzen, to put *or* place

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Sklave (n : n), m., slave
Sklaverei, f., slavery
Sohn (es : "e), m., son
Soldat (en : en), m., soldier
Sommer (s : —), m., summer
ſondern, but
Sonne (n), f., sun
Sonnenuntergang (s : "e), m., sunset
ſonſt, as to the rest, elsewhere, formerly
ſowie, as well as, according to
ſpannen, to yoke
ſpeien, to spit
ſpielen, to play
Spieß (es : e), m., spear, lance
ſpotten, to mock, make fun of
Sprache (n), f., speech, language
Stadt ("e), f., city, town, state
Stall (es : "e), m., stall
ſtandhaft, steady, constant, resolute
ſtark, strong
ſtecken, to set, put, fix
ſteil, steep
Stein (es : e), m., stone
ſtellen, to put, place
Sternbild (es : er), n., constellation
Sterz (es : e), m., handle
Stiefmutter ("), f., step-mother
Stier (es : e), m., bull
ſtill, quiet, calm
Stimme (n), f., voice
Stirn (en), f., brow, forehead
Stock (es : "e), m., stick
ſtrafen, to punish
Straße (n), f., street
Streit (es), m., quarrel, strife
ſtrenge, stern, harsh
Stück (es : e), n., piece
Studienzeit (en), f., student time

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ſtudieren, to study
Stuhl (es : ¨e), m., chair, seat
Sturm (s or es : ¨e), m., storm
ſüß, sweet

tadeln, to blame
Tag (s or es : e), m., day
Tand (es), m., toy, vanity
Tante (n), f., aunt
tanzen, to dance
tapfer, brave
Taſche (n), f., pocket
Taube (n), f., dove
Teller (s : —), m., plate
Teppich (es : e), m., carpet
That (en), f., deed
thätig, active, employed
t(h)euer, dear
Thor (en : en), m., fool; Thörin, female fool
Thron (es : e), m., throne
Thür(e) (n), f., door
Tier (es : e), n., beast, animal
Tiſch (es : e), m., table
Tochter (¨), f., daughter
tot, dead
töten, to kill
totſchlagen, to strike dead
Treppe (n), f., staircase, flight of steps
treu, true, faithful
treulich, true, faithful
Tyrannei', f., tyranny

übel, evil, wrong, ill
übereilen, to overhasten, precipitate
übernehmen, to undertake
Überſetzung (en), f., translation
überwältigen, to overpower, to master
Ufer (s : —), n., strand *or* shore

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Uhr (en), f., clock
um, about, around, in order to
umarmen, to embrace
umbringen, sp., to kill, murder
umgeben, to surround, encompass
umkommen, sp., to perish
umpflügen, sp., to plough up or to plough over again
umsehen (sich), sp., to look round
und, and
ungewöhnlich, unusual
Unglück (s or es), n., misfortune
unglückselig, baleful, disastrous
unsterblich, immortal
Urteil (s : e), n., judgment, decision

Vater (s : ″), m., father
Väterchen (s : —), n., little father, dear father
Veränderung (en), f., change
verbieten, to forbid
verbrennen, to burn, to consume with fire
verdanken, to owe, to be obliged to for
verdienen, to deserve
vergessen, to forget
Verhältnis (sses : sse), f., relation, condition
verhungern, to starve
verlangen, to demand, claim, require
vernehmen, to hear, understand
veröden, to lay waste, depopulate
verschieden, different, unlike
versprechen, to promise
verstehen, to understand
verstoßen, to put away
versuchen, to tempt, to try
vertrauen, to trust
verweilen, to stay, sojourn
verwenden, to employ
verwunden, to wound
verzeihen, to pardon, excuse, remit

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viel, much
vielleicht, perhaps
vielmals, many times
Vließ (es : e), n., fleece
Vogel (s : ¨), m., bird
Volk (s or es : ¨er), n., folk, people
voll, full
vollbringen, to accomplish, to bring to pass
vollführen, to carry through, accomplish, perform
vollziehen, to accomplish, consummate
vorher, before
vorig, former, last, preceding
vorlesen, sp., to read aloud to
vorn, in front

Waffe (n), f., weapon
Wagen (s : —), m., vehicle, waggon
wählen, to choose
Wahn (s), m., illusion, madness
Wald (es : ¨er), n., forest
wandern, to wander
warm, warm
warten, to wait
warum? why?
weder, neither
Weg (s or es : e), m., way, road
weggehen, sp., to go away
wegjagen, sp., to chase away
weglaufen, sp., to run away
wegnehmen, sp., to take away
wegrennen, sp., to run away
wegspringen, sp., to run away, spring away
wegtragen, sp., to take away, carry off
weich, soft; -en, to give way
weil, because
weinen, to weep
weiß, white
weit, wide, far

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Welt (en), f., world
wenden, to turn
wenig, little; -ſtens, at least
wer? who?
Widder (s : —), m., ram
wider, against
widerſtehen, to oppose, resist
widmen, to devote
wie, how, as
wieder, again
wiederkommen, sp., to come again
wild, wild, savage
Wind (es : e), m., wind
Winter (s : —), m., winter
Winterarbeit (en), f., winter's work
wirklich, really, actually
wo, where
Woche (n), f., week
wohl, well
wohnen, to dwell, live
Wolke (n), f., cloud
Wolle, f., wool
Wort (es : "er or e), n., word
Wunder (s : —), m., wonder; -n, to wonder
Wunderhand ("e), f., wonder-working hand
Wunſch (es : "e), m., wish
wüten, to rage, to be mad

Zahl (en), f., number
Zahn (es : "e), m., tooth
Zange (n), f., pair of pincers
zanken, to quarrel
Zauberſaft (es : "e), m., magic juice
zeigen, to show
Zeit (en), f., time
zerbrechen, to break
Zeuge (n : n), m., witness
Zimmer (s : —), n., room

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zittern, to tremble, shiver
zögern, to hesitate
zuerſt, first
Zufriedenheit, f., satisfaction
zugegen, present
zukommen, sp., to get up to, to rush upon
zuletzt, at last
zumachen, sp., to shut
zurück, back
zurückfahren, sp., to journey back
zurückkehren, sp., to journey back, return
zurücklaſſen, sp., to leave behind
zuſammen, together
zuſammenfahren, sp., to drive together, startle
zuſammenſchlagen, sp., to strike together
Zuſchauer (ŏ : —), m., onlooker
zuvor, before
Zweifel (ŏ : —), m., doubt
Zwietrachtsgöttin (nen), f., goddess of discord
zwiſchen, between

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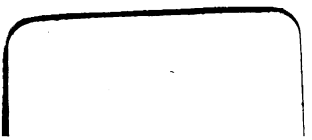

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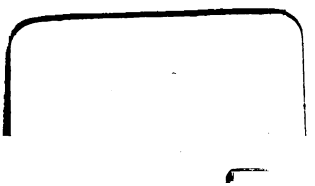

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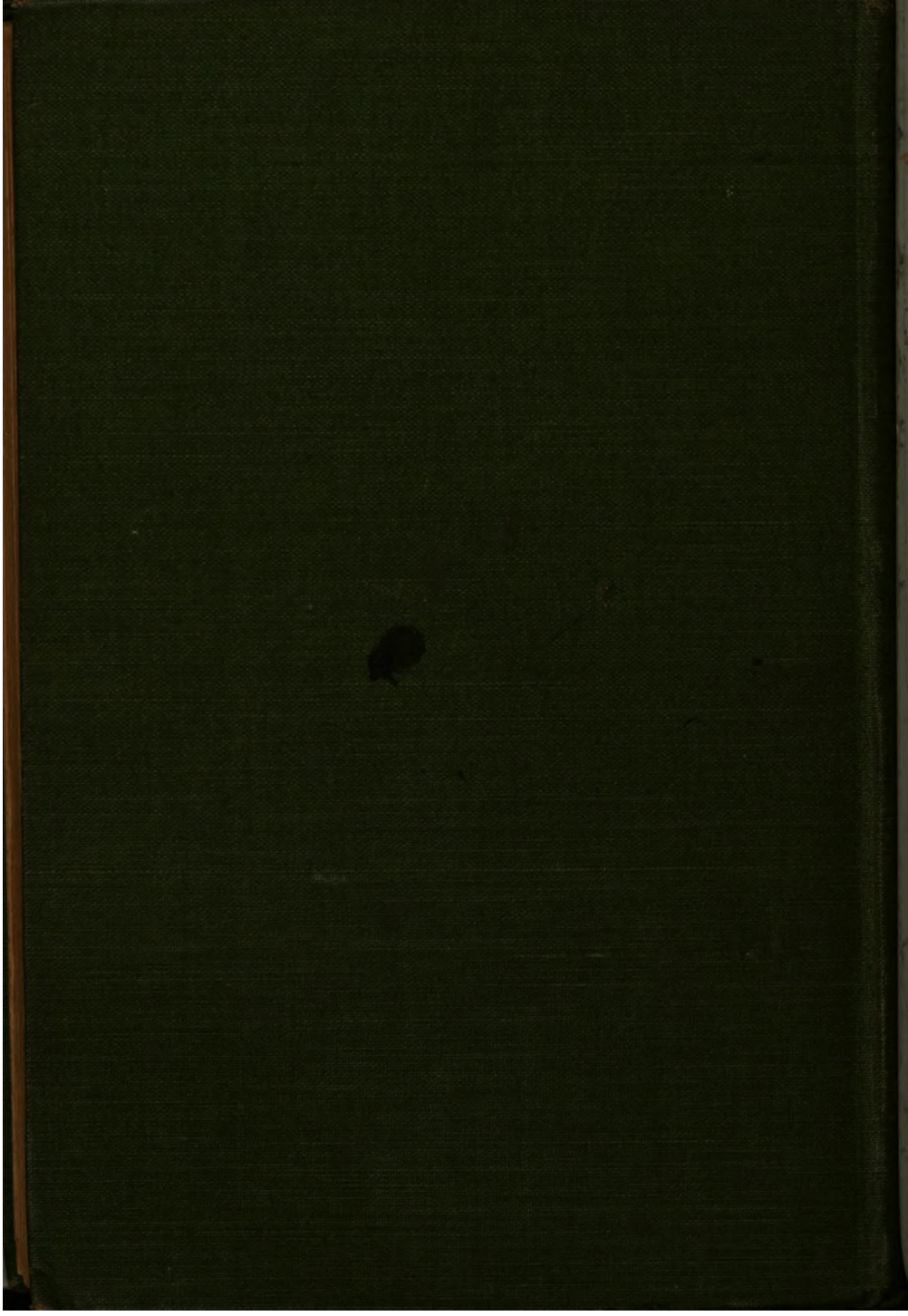

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